



Weekly Wisdom

ANNOUNCEMENTS

DEADLINE FOR ANNOUNCEMENT SUBMISSION IS MONDAY.

- ✂ **Enjoy your extended weekend:** No school Friday for Parent Teacher Conferences or Monday in honor of Presidents Day! Have fun, be safe, and we'll see you on Tuesday!
- ✂ **Returning Fall 2010?** Please help us plan for the upcoming year by completing and returning the Intent to Re-Enroll form sent home last week (along with the tuition deposit) by March 1st.
- ✂ **March 1st Deadline:** Our open house was extremely successful and space for next year is filling up fast. Don't miss out on our Montessori preschool, K/1 or 2-4th grade classes. Apply today!
- ✂ **Box Tops:** Clip & save BoxTop labels. ASA gets 10¢ for each one submitted! Our parent volunteer is going to be mailing them in at the end of this month, so please drop them off soon or send them in your FIFs.
- ✂ **Tuition Assistance:** For need based tuition assistance for the 2010-2011 school year, apply online at www.factstuitionaid.com/facts/gaindex. There is a \$25 processing fee. Deadline is April 1st.
- ✂ **The ASA Board of Trustees** serves an essential role in our school community. Want to be part of the team or refer someone you know? Please see Elia, Mary or Elisha for more information.

SUPPORT MUSIC WITH SENTSYS

Thank you to everyone who joined us on Saturday to support our Music Program. We also wanted to let you know that you can still order from the Sentsys catalog until this Friday and have ASA get 20% of sales! Visit <https://kaileeb.sentsys.us/Home>. and click on the "buy from party" link next to the ASA Fundraiser. Contact Maria Tatum if you have any questions: 503-574-4820.

MECE CONVERSATIONS TO MAKE YOU SMILE

A MECE student exclaimed "If you want to play outside at night you need a glow stick!" as the class lined up for church.

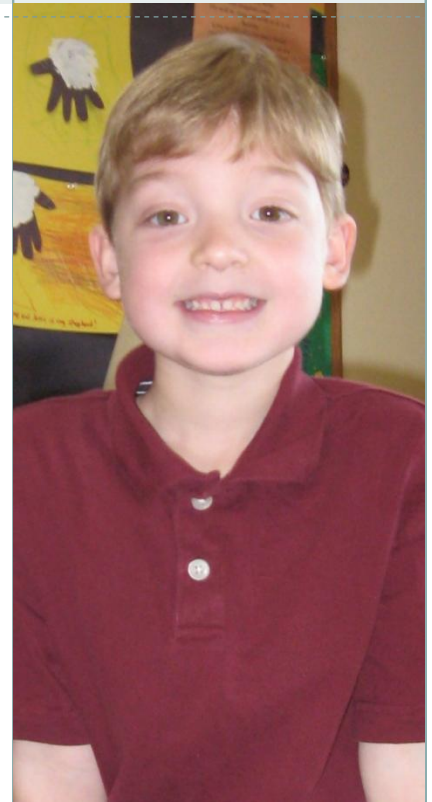
A 3-year told his teacher "When I go home I'm going to do some really possible work. It's really possible."

In music, the students were listening to "God Bless America." Afterward Mrs. Powell asked, "What are some words you heard?"

Student #1: My home sweet home

Student #2: God Bless America

Student #3: from the mountains to the berries.



UPCOMING EVENTS

Friday, February 12th
FULL SCHOOL Conferences – No School

Monday, February 15th
No School – President's Day

Wednesday, February 17th
Book & CD Fundraiser Begins

Friday, February 19th
Pre-Sanctified Liturgy: 8:30am

Friday, February 26th
Special Guest Day

BIBLE VERSE

For recitation on 2/17

"For what will it profit a man if he gains the whole world and loses his own soul? Or what will a man give in exchange for his soul?"

Mark 8:36-37



PLEASE, DON'T EAT THE MARSHMALLOW

By Maren Schmidt

In the 1960's, Walter Mischel conducted the now-famous "marshmallow study" at the Bing Nursery School at Stanford University. A researcher would let a four-year-old choose a treat from a tray and tell the child that he or she could eat the treat right away or wait until the researcher returned and have two.

About one-third of the four-year-olds could wait until the researcher returned 15 minutes later. Most of the children could wait for three minutes before popping the treat into their mouth.

The study has shown a high correlation between those children who could wait and better school outcomes, including scoring over 200 points higher on the SAT's than the children who ate their marshmallows in less than 30 seconds.

The ability to choose behavior, in this case, choosing to wait for the second marshmallow to appear, is called self-regulation or self-control.

Self-regulation for children and adults demands a variety of skills. The child must trust the adults in the situation. I would guess that the children who could wait for the marshmallow also had adults in their lives who kept their word and earned the children's trust.

Self-regulation requires that you feel safe. If you think that someone is going to come in and take your marshmallow while you wait, it makes sense to pop it into your mouth right away.

Self-regulation needs imagination and an ability to redirect focus. The child with self-control has to imagine something that is not there, in this case, the second marshmallow, and be able to think ahead. Children who resisted eating their marshmallow were able to redirect their attention on something other than the marshmallow. Researchers found that children who were taught to imagine that the marshmallow was a picture and visualize a frame around the marshmallow, were able to resist temptation longer than they had previously.

15 minutes of self-regulation at age four also involves experience and practice starting from a young age. A friend related watching her 15-month-old niece self-regulate at a family get-together. All the adults' cell phones were on the coffee table, along with one of her niece's toys. My friend watched her niece walk over to the table and start to reach for a cell phone. But as she extended her arm, her niece stopped, and a pensive look swept over the toddler's face. Instead she picked up her toy and sat down to play. At 15 months, self-regulation was already at work.

Living in an environment that promotes trust and safety helps the child's development of self-control. Having positive experiences based on respect helps the child's development of predicting a sequence of events.

Self-regulation is a foundational skill for success in all of life--physical wellness, emotional stability, positive social interaction and intellectual growth. Being able to control their thoughts and behavior gives our children a vital key for a life well lived.

Help create a place for our children to safely live with adult trust and respect so that they can imagine and redirect focus to wait and enjoy the second marshmallow for all their lives.



Taken from <http://www.kidstalknews.com>



FREEDOM AND RESPONSIBILITY

By Phyllis Pottish-Lewis

Part 2 of 3

(Missed part 1? Find it in the 2/3/2010 issue of our Weekly Wisdom.)

If the child has had the freedom to act in his home environment, as well as learn the limits of social behavior, then when he enters the Casa dei Bambini he should enter with a small measure of coordinated movement, usable language, and a degree of discipline and independent, responsible functioning.

In the Casa the child will encounter the activities of Practical Life, many of which will be familiar to him, as he has experienced these same activities at home, as he was caring first for himself, and then for the family as a whole. Just as the child had the freedom to care for the environment at home, he also will have the freedom to care for the environment at school. This freedom will be offered to the child in the form of careful, precise presentations which will express respect, consideration and care for the act being done. Through these presentations the child will gain the knowledge of how to perform the activities properly, and then be left free to perform and practice them as long and as often as he likes. Through the repetition of his own activities the child gains the ability to perfect his movements. It is the point of interest of the activity that draws the child's attention to the fact that something can be done just a little bit more carefully, and thus will require a little bit more control. The child can take on more and more activities, and more and more responsibility, as the control over his activities increases.

After the child has been given several presentations, he can begin making choices for himself, choices which are based on knowing precisely how to do something, and the limits accompanying each. The task, therefore, of the directress is to give the knowledge to the child and then the freedom to choose what he knows. As the child determines for himself what he wants to do, he is going through the decision making process. He is gaining experience at choosing and deciding for himself, making choices which are founded in knowledge.

The child is free to choose his own work. Once he has been given the presentations and has the knowledge of how to perform the activities, as well as the limits of the

activities, the child can choose what he wishes to do. Here is an opportunity for the child to build responsibility, because the choice is his alone. There are limits that go with that choice. He must work constructively.

There is another element inherent within a Montessori primary class that provides the child an opportunity to develop responsibility. That element is the overlap of the ages of the children who populate the primary class. These children should range from three years old to six years old, the ages of the second sub stage of the first plane of development. This is an essential principle in the foundation of the Montessori philosophy, since it is during this time the children are in the process of taking on a certain amount of independence and responsibility, as they construct the individuals they are to become. In order to reinforce and crystallize these potentials, once they have been actuated, the children must have the opportunity for responsible and independent activity. This opportunity usually happens more frequently for the child in his last year of the primary class. If he is taken from the primary class, and moved prematurely into the elementary class, becoming again one of the younger members of society, he will miss an invaluable and irreplaceable opportunity to fix those characteristics on which he will need to rely for successful functioning within the elementary class. The older primary child needs the chance to be the oldest member within his society, in order that he can be responsible for helping those who are less able and less experienced, because they are younger than he. This is his chance to begin to offer his own particular service to his society. The child needs the opportunity to recognize himself as the oldest, and therefore the one with the most responsibility. This recognition of his responsibility is critical for the child, because he must recognize it belongs to him, in order for him to follow through and accept it consistently.

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*Look for the final installment in next week's
Weekly Wisdom*



HOMEWORK: WHAT'S REALLY APPROPRIATE

By **Dr. Charles Fay**

As a kid, I had a love-hate relationship with homework. I loved those days when I didn't have any, and I hated the days I did. As a "mature" educator and parent, my attitudes have changed...but only a little bit.

Sure, homework is important! In fact, it doesn't take long to find research that shows how appropriate homework assignments contribute to improved academic achievement. Nevertheless, I still have a love-hate relationship with the stuff. I love when children get appropriate homework...but I hate seeing so many who repeatedly have unhealthy homework experiences.

Much of the problem seems to stem from very conscientious educators and parents who don't understand the key characteristics of appropriate homework:

- ❓ It leaves time for the child to contribute to the family by doing chores.
- ❓ It leaves time for the child to play and enjoy being a child.
- ❓ At least 95% of the content should represent repetition and review of things the child already knows how to do correctly.
- ❓ The parent helps only as long as the interaction remains positive.
- ❓ It's the child's work...not the parent's work.



In my new online webinar, "[I Hate School!](#)" [Techniques for Helping Underachieving Kids Fall in Love with Learning](#), I teach a variety of strategies for helping parents and educators keep homework positive and productive. One involves systematically noticing only the parts of their homework they have done well. One mother commented, "It was so interesting. As soon as I started focusing all of my energy on the math problems my son completed correctly, he became more willing to try the ones that he didn't."

For only \$69.95 you'll receive two one hour LIVE webinar sessions (Monday, February 22 from 7:00pm-8:00pm MT and Tuesday, February 23 from 7:00pm-8:00pm, MT) and a DVD, "Hope for Underachieving Kids" with Jim Fay and Dr. Charles, dedicated to motivating underachieving kids that you can watch over and over.

[Space is limited. Register Today!](#)
www.loveandlogic.com

The audio for this webinar will broadcast via your computer. Speakers or headphones are required. If you have questions or need more information please call our Customer Care Specialists at 800-338-4065. Webinar times are Mountain Time (MT).

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FILLED WITH THE HOLY SPIRIT

One of our families has been discussing with their children the difference between safe secrets & secrets they should tell an adult. The other day, one daughter came home and said:



"Mr. Hillhouse told us not to tell you something."

Mom replied, "Oh! Do you want to tell me?"

The daughter said, "Yes, but I CAN'T! It's a safe secret."

"So, you know safe secrets?" Mom answered.

"Ya, I can tell when Mr. Hillhouse speaks the truth, because he's filled with the Holy Spirit."