

## SPARC Friday Family Film Night Canceled

### The News Digest



#### Auction Update from Monica Finkelstein

Tickets are now on sale for our spectacular evening. Remember you can register for your tickets and opt for the four easy payments plan. In addition to a delicious dinner, our evening will include a sensational dance exhibition. It will feature professional dancers and Steppingstone's finest – our children's teachers! Plus there will be dancing throughout the evening hosted by the renowned dance instructor, Fred Carduccio, and DJ, Patty Depa. Step out and support our school and your children. Your participation is integral to our school's success!

Again, thank you to those parents who have already volunteered to help with our event. We always need helpers, and no commitment is too small. We appreciate any effort you make on your child's behalf. If you would like to talk about ways in which you can contribute to our Steppingstone community, please call Monica Finkelstein at (248) 882-0470. Shortly, we will announce the prizes for our December Pre-Auction Raffle. These prizes you won't want to miss! Check back next week, and until then, I hope you all get to enjoy our beautiful weather.

- Wondering what to send for indoor use? Read ***Slippers vs Gym Shoes*** ..... Page 1
- Grandpa Don has some news for us in ***Zounds!—Sound!*** . Page 2
- Ms. Powell asks us ... will it ***Sink or Float?*** ..... Page 3
- Mrs. Hoff tells us about ***Writing a Research Paper***..... Page 3
- Ms. Schultz is ***Introducing Native Americans*** in her Social Studies class..... Page 3
- Ms. Morse's class is learning about ***Human Body Systems*** next week in science ..... Page 3

#### Strategic Thinking Counts at Steppingstone!

Math Pentathlon is recruiting!

**C**ome join our free After School Club of interactive mathematics problem-solving games for grades K-7 – on Mondays from 4 – 5 p.m.

This program provides a highly motivational format for developing and practicing important math concepts and skills while strengthening strategic thinking/problem solving abilities. A feature of this is the linkage of arithmetic reasoning with geometric/spatial and logical/scientific thinking.

We all could use more practice honing these skills! Right? Let Donna know, if your child is joining the club.

## SPARC Friday Family Film Night Canceled

### Upcoming Events ...

**FRI, Sept 25**  
**NO SCHOOL—Teacher**  
**Work Day**

Deadline: Fridays, one week prior to Thursday publication dates.

Email articles to:  
jroder@steppingstoneschool.org

cc:  
therbst@steppingstoneschool.org



Not exactly Abbey Road....



### Auction Update

from Monica Finkelstein

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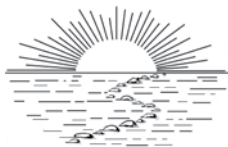
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### Slippers vs Gym Shoes

**P**arents, due to the lack of storage space in our current facility, we ask that you just send gym shoes instead of gym shoes AND slippers. We'll be using gym shoes as the students' indoor shoes and save some space on our boot racks.

Thanks!  
Faculty



*Steppingstone is an independent state-approved 501(c)(3) non-profit elementary school (K-8) for gifted students. Steppingstone does not discriminate based on race, color, creed, gender, religion, or national or ethnic origin in the administration of any school policy or program.*

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## Zounds—Sound!

with Grandpa Don in Science is Super

The first Science Is Super class of the school year was held Monday, and – sadly due to low enrollment – it will be the last.

During this session we talked about sound. Unless you think about it, sound “sounds” like a simple subject. First, you cannot see it. To help visualize a sound wave, we drilled a hole in the top of a stick and tied a length of rope through the hole. The stick was then driven into the ground. When the other end of the rope was stretched and moved up and down, a wave appeared in the rope. The rope rose in the center and was straighter at each end. The faster the rope was moved up and down, the more nodes and antinodes one could get. The nodes were where the rope had little or no deflection; the antinodes were where the rope had the maximum deflection. The higher the frequency of the hand movement, the more nodes and antinodes were observed.

This illustration represents what a sound wave would look like; however, the air through which the sound is traveling compresses and decompresses the waves, much like the rope travels up and down.

To help us understand sound better, we were given the task of making a short piece of yardstick sing. To accomplish that seemingly impossible task, we drilled a hole near one end in the section of yardstick. Next, a hole was drilled in a piece of wood to be used as a handle. After the handle was connected to the stick with a length of string, the stick was whirled around by holding the handle, and – sure enough – the stick generated a sound. It did this by traveling through the air, oscillating back and forth, and generating a sound. This demonstrated that sound is caused by a vibration that compresses and decompresses the air which reaches our ears.

It would be interesting to repeat this same experiment using a longer stick and a wider stick. What do you think would happen to the sound that would be generated?





## Sink or Float?

Ms. Powell's Early Elementary

Tomorrow we will continue exploring variables that affect buoyancy. Using a set of 14 different objects, students will focus on the effect that weight and size have on whether an object floats or sinks.

During observation of the objects, students are encouraged to adopt new theories in light of new experiences that are presented to them during experimentation. Students are also introduced to an equal-arm balance to weigh their set of objects.

Parents, you can start investigating this theory by testing different objects at home. Weigh the object and discuss the size and get ready to see if the object sinks or floats!

## Writing a Research Paper

Mrs. Hoff's Upper Elementary

The Social Studies Expo is fast approaching! Students in the Upper Elementary will be focusing on selecting, researching, organizing, and composing much of their Social Studies Expo written reports in class. The writing process will be discussed and modeled; however, students will be responsible for completing some of the work at home. It will be very important for students to have parental support as they complete all tasks according to the time line. Parents, please check the time line frequently to ensure that students are on task.

Writing a research paper provides invaluable experience in honing skills that will be required as they continue with the education process. Students will be learning how to select appropriate sources, gather and organize information from multiple sources, and consolidate the information into a well-written report that is truly their own.

By now, parents should have approved their child's selected topic, and students should have already gathered their research sources and written their bibliography. For next week, students should have half of their note cards completed.

## Introducing Native Americans

Ms. Schultz in the Intermediate Elementary

I am excited that this year's social studies curriculum will focus on Native Americans' history, traditions, religion, food, clothing, and artwork. We will focus on the six main Native American groups—Plains, Northeast, Southeast, Far North, Northwest, and Southwest—and the regions that they occupied in the United States.

First, students will familiarize themselves with their culture and history. Then they will examine where they first resided, how they were treated, and the history that was created.

As we begin this unit, parents, please talk to your children about their own history and encourage them to compare their lives to those of the Native Americans. By providing family background and any link to Native Americans, it will enhance their connection to the Native American culture and, hopefully, your children will be able to report back to classmates what they learned about their heritage and ancestors.

## Human Body Systems

Ms. Morse in the Pre HighSchool

Next week in science, the PHS class will be reviewing what they know about human body systems and the major organs of the body, and then learning about the digestive system. They will learn how food moves through the digestive tract and investigate food as it moves through the mouth, esophagus, stomach, small intestine, and large intestine. They will also learn that digestion is not a single activity, but a series of processes, and that its purpose is to break down foods into a form that can be absorbed into the bloodstream and transported to the cells of the body. To do this, students will build a model of the digestive tract and move "food" through it.

As always, the science curriculum allows students to explore through the use of models and experiments. Having the time to complete the inquiries is an important part of this process, and we have science once a week for a large block of time rather than each day for a small amount of time. The process of discovery is one that cannot be duplicated, and research shows that students are more likely to retain knowledge when they have many opportunities and methods of learning.

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Assistant Head	Thomas Herbst
Admissions Director	Donna Coffin
Special Programs Director, & Office Manager	Linda Hoff
Business and Facilities Manager	Sandra Blay

### STAFF

General Assistant, IT Specialist	Jason Roder
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Early Elementary	Carol Powell
Intermediate Elementary	Janelle Schultz
Upper Elementary	Linda Hoff
Pre High School, Faculty Chair	Keiko Morse

### INSTRUCTORS

Art	Mary Gage
Japanese	Mieko West
Spanish	Ana Maria Gonzalez
Mandarin Chinese	Hong Lin
Computer	Dr. Reef Morse
Extended Day	Mary Gage
Fencing	Jerzy Radz
Performing Arts	Kathy Nellett

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