

## Happy Halloween!

### The News Digest

#### Needed: Videographers

Parents, please let us know if you are willing to videotape a presentation room at the THURS, Nov 12 Social Studies Expo, so that we can memorialize this event for our students! We will need six volunteers. If you are interested, please call the office and let Donna know.

- Page 1 . . . . Check out the *Reminder to Parents of NUMATS Qualifiers*
- Page 2 . . . . Ms. Schultz talks about *Teaching the Gifted Child*.  
Something like herding cats, or so I've heard.
- Page 2 . . . . Read about "*A Home of Our Own*", our first Capital Campaign
- Page 2 . . . . Learn about the Akaba model at *Our First Curriculum Night*
- Page 3 . . . . The Power Reading theme for November/December is  
*Early American Historical Books*. Check the list.
- Page 3 . . . . The PHS class learns about *Knightly Virtues* and  
discusses whether they still apply in the modern world.
- Page 4 . . . . Mrs. Hoff talks about the Upper Elementary classroom  
structure in *Career: Professional Student*
- Page 4 . . . . Ms. Powell writes about talking face-to-face in a *Digital World*

#### Our First Capital Campaign for "A Home Of Our Own"

By now, parents, you have received an introductory letter to our first Capital Campaign. We are relying on you to brainstorm and find ways to contribute. Giving cash is not the only way you can provide help. What each and every one of us can do is "think" about it and "talk" about it. You might be surprised at what might appear in your minds.

Mrs. Coffin thought of a wealthy relative who has philanthropic projects. Dr. Morse has been talking about our programs and goals to a recently renewed acquaintance from his childhood and has created interest among some wealthy prospects, who have in turn identified personal contacts within philanthropic circles. Your source of giving may be several steps removed. One of our parents loves to give parties and will be hosting several to introduce friends and acquaintances to Steppingstone, what we give to gifted students, what we hope our gifted students will give back to society, and how our Capital Campaign will make our program available to more gifted students. The essential action on your part is to talk about the school, talk about our programs, and talk about our Capital Campaign to own "A Home Of Our Own."

If you have not already received it, you will soon receive our Capital Campaign brochure, which outlines some of the ways you can contribute cash. However, at our first Curriculum Night next week on Tuesday, November 3rd, you can choose other ways to contribute. Some people are already researching and applying for grants from foundations and calling corporations to recruit their support. Trustees have already recruited professional development directors to donate their services as consultants.

All your efforts will lead to the cash we need. Our goal is \$500,000 in five months. This is an ambitious project, but if every one of us commits to raising \$10,000 with the help of our Steering Committee, our goal will be reached.

In addition, all fund-raising efforts this year have been earmarked for the Capital Campaign, which has replaced our Annual Giving Campaign. The revenues from our Raffle and Auction will also go towards the Capital Campaign. This year, we will have a single focus—funding and finding "A Home Of Our Own."

If you can write a check for \$10,000, that would be outstanding! If not, please come to our Informational Meeting next Tuesday to find your own way to help us fund "A Home Of Our Own." Every hour of your time and every dollar you can raise will be greatly appreciated!

## Happy Halloween!

### Upcoming Events ...

**TUES, Nov 3**  
7 pm, Curriculum Night and  
Capital Campaign info

**THURS - FRI, Nov 5 - 6**  
**NO SCHOOL—ISACS**  
Conference

**Wed, Nov 11**  
12:30 pm, Spirit Day Lunch  
1:00 pm, Spirit Day  
Assembly

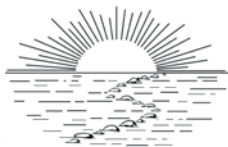
Deadline: Fridays, one week prior  
to Thursday publication dates.

Email articles to:  
jroder@steppingstoneschool.org

cc:  
therbst@steppingstoneschool.org



Presenting the Snack Shack



*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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www.steppingstoneschool.org

### Halloween Thank You

**A** very special Halloween THANK YOU to: SPARC, the Franklin Cider Mill and to our parents, Tom and Cindy Collins, for last week's autumn treat of delicious donuts, cider, and mini-pumpkins!

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### Reminder to Parents of NUMATS Qualifiers

**F**riday, October 30, is the deadline to register by paper for the January and February ACT, SAT and EXPLORE tests. The online registration deadline for these test dates is mid-December.



## Teaching the Gifted Child

Ms. Schultz, Intermediate Elementary

**W**hat does being gifted mean? One thing about which we can all be sure is that when one is trying to identify the "giftedness" in any one child, there are several areas to assess. We all understand that giftedness is a conglomerate of intellectual ability, creative thinking, language skills, academic ability, etc. However, did you know that there are six different types of giftedness?

Research has shown that there are six types of giftedness:

The successful (Type 1) - may account for up to 90% of the identified gifted population.

The challenging (Type 2) - are the divergently gifted, who possess high levels of creativity and who do not conform to the system and often have conflicts with teacher and parents.

The underground (Type 3) - refers to gifted students who deny their talents or hide their giftedness in order to feel more included.

The dropouts (Type 4) - are the angry and frustrated students whose needs have not been recognized for many years and feel rejected by the system.

The double labeled (Type 5) - students who are physically or emotionally handicapped in some way, or have a learning disability. This group does not show behaviors of giftedness that can identify them in traditional schools.

The autonomous learner (Type 6) - are the learners who have learned to work effectively in the school system. Unlike type 1, they do not work for the system, but rather make the system work for them.

Out of these six types, there can certainly be combinations. However, there is no clear-cut indicator of what type one may be. No matter what "type," Steppingstone is dedicated and prepared to provide for all areas of learning needs, growth, and enhancement for any "type" that comes across our path. Through the curriculum presented, the structure provided, and the support that is needed, any type of gifted child's needs will be met and able to grow to his or her fullest potential. Additionally, they will each have the opportunity to meet appropriately their intellectual, social, and emotional milestones as they are ready.

## Our First Capital Campaign

for "A Home Of Our Own"

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## Our First Curriculum Night

7 pm, TUES, Nov 3rd

**I**n response to parents' urging, SPARC, your parent support group, has joined with the faculty to present our first Curriculum Night. At this time, we will review the Akaba model, which is the structure and philosophy behind our education and the personal development of the gifted children who are our students.

In addition to the seminar led by Head of School, Kiyo Morse, the Faculty will be available to discuss the structure for mentoring and collaborating. They will also be available to explain materials and texts and answer curriculum questions. The curriculum that is typical of Steppingstone but rare to find in other programs will also be discussed—programs like applied computer programming and the applied research science of the SMART Center.

If you have questions about any aspect of what your child is learning at school, this is your opportunity to get your questions answered. In addition, Trustees from the Board will be available to answer questions about plans for next fall.

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## Early American Historical Books

### Preschool - 1st Grade

Benchley, Nathaniel  
 Brenner, Barbara  
 \*Brenner, Martha  
 Cheney, Lynne  
 Coerr, Eleanor  
 \*Greene, Carol  
 \*Hall, Donald  
 \*Harness, Cheryl  
 Hopkinson, Deborah  
 Howard, Elizabeth  
 Kramer, Sydelle  
 Krensky, Stephen  
 \*Levine, Ellen  
 Monjo, F. N.  
 \*Moore, Karen

Rappaport, Doreen  
 \*Roop, Peter  
 Sanders, Scott R.  
 Stanley, Diane  
 Walker, Sally M.

*Sam, the Minuteman*  
*Wagon Wheels*  
*Abe Lincoln's Hat*  
*When Washington Crossed the Delaware*  
*Josefina Story Quilt*  
*Daniel Boone Man of the Forests*  
*Ox-Cart Man*  
*Three Young Pilgrims*  
*Packet of Seeds*  
*Virgie Goes to School with Us Boys*  
*Wagon Train*  
*Paul Revere's Midnight Ride*  
*If You Traveled West on a Covered Wagon*  
*The Drinking Gourd*  
*If You Lived In the Time of the American Revolution*  
*Boston Coffee Party*  
*Who Cracked the Liberty Bell*  
*Floating House*  
*Joining the Boston Tea Party*  
*18 Penny Goose*

### Grades 2 - 4

Arrington, Frances  
 Brady, Esther Wood  
 \*Buckey, Sarah Masters  
 De Angeli, Marguerite  
 \*Denenberg, Barry

Fleischman, Paul  
 \*Fritz, Jean  
 Hoobler, Dorothy

\*Irving, Washington  
 \*Jones, Elizabeth McDavid  
 \*Karr, Kathleen  
 Krensky, Stephen  
 Kurtz, Jane  
 \*Love, Anne  
 \*Murphy, Jim

Osborne, Mary Pope  
 \*Paulsen, Gary  
 \*Shaw, Janet Beeler  
 Van Leeuwen, Jean  
 \*Wilder, Laura Ingalls  
 Woodruff, Elvira

*Bluestem*  
*Toad on Capital Hill*  
*Smuggler's Treasure*  
*Thee Hannah!*  
*Journal of William Thomas Emerson, a Revolutionary War Patriot*  
*Bull Run*  
*Brady*  
*Sign Painter's Secret: The Story of a Revolutionary Girl*  
*Legend of Sleepy Hollow*  
*Peril at King's Creek*  
*Spy in the Sky*  
*Printer's Apprentice*  
*I'm Sorry Almira Ann*  
*Dakota Spring*  
*Journal of James Edmond Pease, A Civil War Union Soldier*  
*My Brother's Keeper: Virginia's Diary*  
*Mr. Tucket*  
*Meet Kristen, An American Girl*  
*Hannah of Fairfield*  
*Little House on the Prairie*  
*Dear Austin: Letters from the Underground Railroad*

### Grades 5 - 8

Anderson, Laurie Halse  
 \*Armstrong, Nancy M.  
 \*Bakeless, Katherine  
 \*Bartolette, Susan  
 Carbone, Elisa Lynn  
 Curtis, Christopher Paul  
 \*Elliott, Laura  
 Erdrich, Louise  
 Haas, Jessie  
 \*Hunt, Irene  
 Keith, Harold  
 \*Levitin, Sonia  
 \*Meltzer, Milton  
 Nixon, Joan Lowry  
 Paterson, Katherine  
 \*Rinaldi, Ann  
 \*Taylor, Mildred D.  
 \*Van Leeuwen, Jean  
 Wait, Lea  
 \*Whelan, Gloria  
 \*Whelan, Gloria  
 Winthrop, Elizabeth

*Fever 1793*  
*Navajo Long Walk*  
*Spies of the Revolution*  
*No Man's Land: A Young Soldier's Story*  
*Blood on the River: James Town 1607*  
*Elijah of Buxton*  
*Give Me Liberty*  
*Birchbark House*  
*Chase*  
*Across Five Aprils*  
*Rifles for Watie*  
*Roanoke, A Novel of the Lost Colony*  
*Voices from the Civil War*  
*Ann's Story, 1747*  
*Lyddie*  
*Fifth of March: A Story of the Boston Massacre*  
*The Land*  
*Bound for Oregon*  
*Finest Kind*  
*Miranda's Last Stand*  
*Once on this Island*  
*Counting on Grace*

\*Found in the Steppingstone Library, more are on the special "Shelf of the Month" in the library

## Knightly Virtues

Keiko Morse, Pre High School

Next week in our large group literature discussion, the Pre High School class will be reading about King Arthur's Knights of the Round Table. The story that they will read is about one of the knights, Sir Bors, who is on a quest to save a lady's keep from a hostile takeover by her sister. How the story ends can be predicted all who know the pattern of such stories, but the discussion afterward will be focused on knightly virtues.

Knightly virtues are a series of characteristics that all knights were required to possess and cultivate. Taken from *The Book of the Order of Chivalry* by Raymond Lull, we will identify a series of virtues that this particular character had.

When they come home, students will be asking you, parents, about whether or not these virtues are still valuable today and the situations in which they are still applicable to life.



## Career: Professional Student

Mrs. Hoff, Upper Elementary

What a wonderful opportunity Career Day was for the students to enjoy! It is never too early to encourage our students to begin thinking about “what they want to be when they grow up.” However, in the here and now, it is very important for me, as their teacher, to remind my students continually that their jobs today are to be professional students. After all, the skills and knowledge base that students are learning today will one day be applied to their adult professions. Study and test taking skills, social interaction skills, reflective thinking skills, and intrinsic motivation skills will all transcend childhood and continue to be important in their adult years.

In addition, classroom jobs allow students to learn to work cooperatively and contribute to the general well being of the classroom. In the Upper Elementary classroom, Passers are responsible for getting student work back to the appropriate student. Runners are responsible for delivering materials to students in other classrooms. The Secretary is responsible for writing the date daily on the white board and making a note of any other teacher directed information to the students in the class. The Banker is responsible for accepting Student Auction money deposits into individual student accounts. The Shed/PE monitors are responsible for ensuring that the teacher has the popsicle sticks bag that is used to indicate the number of laps run and the shed key; they also set up and put away the equipment used during physical education classes. The Sparky Trainer is responsible for recruiting and coaching a Sparky trainee, and both are responsible for the care of Sparky (our bearded dragon), his habitat, exercise, and feeding. The First in Line person is responsible for setting up the First in Line sign each day before student pick-up by parents.

Parents, talk with your students about the classroom jobs they have performed. Engage your students in conversations about how the jobs they are performing now and their present career as a student will affect their adult professions. Steppingstone is proud to be an important step in your student’s academic career!

## Digital World

Ms. Powell, Early Elementary

Were you born digital, or are you a digital immigrant? I am an immigrant! I grew up without cell phones, iPods, Play Station, or Facebook. Even as I write this article, devices on the shelf will be out of date. I remember when I finally broke down and up-dated my cell phone, it was “out” the next day.

What, then, is the technology educational boom all about? The “boom” is taking all those technological toys and turning them into tools. Classrooms face the challenge of warp-speed development of new technologies, making the future classrooms a, “screen world.” With all the new “walls” that pop up daily, if you are linked, you are in the know. We all like our cell phones, yet have we looked at the downside of the digital age?

Spoken language is “techno,” chronic stimulation reduces attention span, a child’s imagination is limited, and reading out loud has become a thing of the past. Today, children as young as two are affected by this boom. Students write short sentences and do not have the patience to wait, so they give up. They are so “wired” that reality is a screen not a face.

How can we learn to stay connected? Simply un-plug, learn technological etiquette, and self-regulate. Communication is 66% body cues, if children sit in front of a screen for six-and-a-half hours a day, they are missing face to face contact with others. When your child gets into the car after school and you are on the phone—hang up. Ask yourself, what is more important, the phone call or your child? Be approachable—if you are on the computer, get off and if texting—stop.

Humans need human contact. Make connections, care about those around you, and remember that being plugged in is being disconnected. In a digital world, un-plug and have a conversation with those around you.

Information from: Sean Hogan-Downey, LMSW, LMFT, AIMS Conference October 2009

### ADMINISTRATION

Head of School	Kiyo Morse
Assistant Head	Thomas Herbst
Admissions Director	Donna Coffin
Special Programs Director, & Office Manager	Richard Houdek
Business and Facilities Manager	Sandra Blay

### STAFF

General Assistant, IT Specialist	Jason Roder
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### FACULTY

Early Elementary	Carol Powell
Intermediate Elementary	Janelle Schultz
Upper Elementary	Linda Hoff
Pre High School, Faculty Chair	Keiko Morse
AIMS/TSC Representative	Carol Powell

### 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

### SPARC EXECUTIVE COMMITTEE

President	Jackie Robbins
Vice President	Tom Collins
Secretary	Susan Sheth
Treasurer	Sherry Kahn

### AUCTION STEERING COMMITTEE

Chair	Monica Finkelstein
Vice-Chair	Jenifer Lampi
Sponsors & Program Ads	
Board Representative	Nancy Furman
Admin Representative	Donna Coffin
Decorations Coordinator	Meir Finkelstein
Acquisition Coordinator	Susan Sheth
Publications Coordinator	JaNele Jordan
Printing and Publications	Tom Herbst
Immediate Past Chair	Wendy Mayer

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Trustee:	Donna Coffin
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Trustee:	Dr. Olga Mondrusov
Trustee:	Lev Mondrusov
Trustee:	Richard Houdek
Trustee:	Antonio Blackburn
Capital Campaign Chair	
Ex Officio:	David Jeshurun
Immediate Past President	
Ex Officio:	Kiyo Morse
Head of School	