

# Bobcat Bulletin

Volume V, Issue 6

January - February 2025

## Mark Your Calendar!



Dent-Phelps  
2025 -2026



Friday, March 21<sup>st</sup> and Friday, April 11<sup>th</sup>  
8:30 am to 2:00 pm

Please call 573-729-4680 to schedule an appointment.

\*\*\*\*\*  
**NO DAYS WILL BE ADDED  
TO OUR CALENDAR FOR MISSED  
SNOW DAYS!**



Mark your calendars and plan to have your students here and on time.

### MAP TESTING

begins April 22nd

and will continue through May 2nd.

Looking ahead

8th Grade Graduation

Tuesday, May 13th

7:00 pm



\*\*\*\*\*  
**Only 20 days until SPRING!**



## Family Reading Night - March 11th

By Mrs. Angel Hubbs, IB teacher

We invite all parents and students to join us for our AR Literacy Night on March 11th! This engaging event is an excellent opportunity for you and your child to participate in a variety of fun activities while discovering effective strategies to help your child become a lifelong learner and reader.

During Literacy Night, you will explore reading strategies that can be used at home, such as:

Shared Reading: Take turns reading aloud with your child. Discuss the story and ask questions to en-

courage comprehension.

Story Mapping: Create a visual map of the story's main events, characters, and settings to enhance understanding.

Predicting: Before starting a new book, look at the cover and illustrations to make predictions about the story.

We also encourage families to read together for at least 20 minutes each night! Consider keeping a chart to track your reading progress. This can motivate your child and help establish a daily

reading routine.

In November, our AR Literacy Night was filled with fun as we crafted projects inspired by Pete the Cat and read exciting books. This March, we will continue the fun with a theme centered around Leprechauns and Saint Patrick's Day!

Join us after school until 4:45 PM on Tuesday March 11<sup>th</sup> for a delightful evening of learning and laughter. We look forward to seeing you there! See you there!

## Springtime: 'Tis the Season for Class Field Trips

By Dr. Karla Tiefenthaler, Principal

At Dent-Phelps R-III, we believe that learning extends far beyond the walls of our classrooms. One of the most impactful ways we bring education to life is through field trips. These experiences provide students with opportunities to engage with real-world environments, deepening their understanding of topics in ways that textbooks simply cannot replicate.

Field trips enhance engagement by immersing students in hands-on learning experiences. Whether they are exploring a historical site, visiting a museum, or participating in a STEM workshop, students are actively involved, which improves memory retention and allows them to make mean-

ingful connections to classroom instruction. These experiences also encourage critical thinking as students analyze, question, and apply what they have learned in new and dynamic settings.

Beyond academic benefits, field trips play a crucial role in social development. They provide students with opportunities to collaborate with peers, communicate with experts, and navigate new environments, all of which help build confidence and interpersonal skills. Exposure to different cultures and communities fosters understanding and tolerance, broadening students' perspectives and helping them appreciate the world beyond their own experiences.

Research has shown that students who participate in field trips often perform better academically compared to those who rely solely on classroom learning. By connecting lessons to real-world experiences, students develop a deeper, more lasting understanding of the material. Additionally, these experiences can spark interest in future careers and higher education pathways, helping students explore potential educational and occupational opportunities. Furthermore, field trips are FUN!

At Dent-Phelps R-III, we are committed to providing enriching learning opportunities that inspire curiosity and growth. Thank you for supporting our efforts to make these experiences possible for our students.

# Kings and Queens of Bobcat Chess

By Mr. John Stratton, 8B Teacher and Chess Sponsor

As the clock starts, a student picks up the pawn and envisions their strategy while considering how the opponent will react. There are 14 participants on this year's Dent Phelps Chess team which has recorded our fair share of success this year. First and Second Place team trophies are filling up the school trophy case as well as many individual accolades from our bobcat players.

At the Gainesville Tournament in December our Middle and Elementary Students brought home first

Place. The scorers for that day for the Middle School Team: Parker Long, Alex Johnston, Jayse Potts and Carter Hayes scoring 17 points as a team. The scorers for the team that day for the Elementary School Team: Rowan Parker, Erade Barchuk and Page Hudson scoring 9 points as a team. The two first place overall tournament wins were by 8<sup>th</sup> Grader Parker Long and Fourth grader Rowan Parker.

Wish us luck on this Saturday March 1st for our annual Dent Phelps Chess Tournament.

The Bobcat chess team is making all the right moves – one square at a time.



## Fun in Robotics Club

By Mrs. Rana Hudson

Robotics has been a lot of fun this year. We have two full teams. Each interactive model is made from Lego's each year that represent the challenge for that year. This year's challenge was a Deep Dive: about aquatic life under the ocean. Each team researches information about the challenge, finds a problem, and creates a solution that has not been thought of yet or improves on a solution that already exists. The teams then create a prototype of their solution. Each works on presentations about their accomplishments for that year and prepare for competition. At the competition, teams are judged in three different areas: Core values, innovation project, and robot design and coding skills. These three different areas are judged in two parts. The first part is how many tasks their robot can complete in two and a half minutes. Teams compete against each other on two different tables. Teams get to compete against two to three different teams depending on the amount of teams at the competition.

The teams receive a certain amount of points for each task. Task that are harder to complete are worth more points than the easier task, so students must use their critical thinking skills to decide which tasks would give them the most points in the allotted time. In between table competitions students give their presentations to judges. The teams talk to the judges about their core values, or how the team has worked together to explore new skills and ideas using creativity and perseverance to learn ways that they can improve the world. The also present their prototype or innovation project to the judges and clearly define what they have learned through research, the issues they discovered, and the solution they decided to develop for the challenge. Last, but not least, teams are judged for the design of their robots and their coding skills. Robotics teams have to work hard to finish all of the tasks by competition time. Unfortunately, we did not get to go to competition this

year due to the weather, however, their innovative projects were phenomenal "The New Kids on the Block," created a 3D presentation of the effects pollution has on aquatic life and created a prototype of a robotic ocean vacuum that had arms that picked up trash. This robotic vacuum admitted a frequency that kept aquatic life at bay why it picked up trash. The robotic vacuum was powered by solar panels so it could work much longer hours. "The Bobcat Bunch," decided that exploring our ocean floors was important to not only understand more about the ocean and the effects of the unseen pollution at the deepest depths of the ocean. They created the idea of a submersible drone built like a jellyfish, so it was flexible enough to take higher pressures. They also came up with the brilliant idea of saving energy by using pressure switches. They learned a lot about the ocean and how to work as a team. I cannot wait to see what great ideas they come up with next time.

# Your Student's Masterpieces in Artsonia

By Mrs. Makayla Schafer, Fine Arts Teacher

Welcome back to school!

Despite our extended break due to our area turning into a winter wonderland, we have been busy in the art room this year! Have your young artists been keeping you updated on all of our hard work? I hope so! If not, here are a few ways to stay in the loop: 1) Artsonia and 2) Dent-Phelps R-III Fine Arts Department Facebook page

Artsonia is an online art portfolio that stores all of the projects your student creates in their "ePortfolio" creating a record of their growth as an artist. Artsonia manages student art portfolios in a safe, educational environment. Portfolios develop students' pride and self-esteem while connecting families to the art room. Each project your artist creates will be uploaded to Artsonia as soon as it is turned in as complete! You can even upload artwork they complete at home to keep

their portfolio updated! Artsonia never deletes its published artworks so your child's work is preserved forever.

Now that you know what Artsonia is, you may be asking yourself what you can accomplish with a parent portal. The answer is: SO many things! With a parent account you can view your child's artworks as soon as they are finished, start a fan club for your aspiring artist, cheer your artist on from at home, support the Fine Arts program by purchasing custom keepsakes with your child's artwork on it, and gain access to art instruction videos at home!

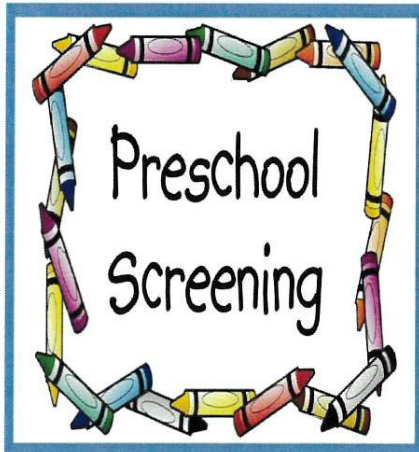
To create your child's fan club and support their creativity, invite family and friends to join your child's official "Fan Club" so they can receive notification when new artwork is posted. Friends and family can leave positive comments about your child's artwork. You are able to review and

approve these comments so they can be posted on your child's gallery. Artsonia not only lets us share the Artwork with friends and relatives far away, but also offers us a wonderful way to earn funds for the art program through customized keepsakes. You may purchase custom keepsakes with your child's art. The school arts program receives 20% of your purchase to use for art supplies. Popular gift options include: cards, ornaments, mugs, t-shirts, magnets, jewelry, and art prints. You can support your child, get a custom gift for a loved one, AND support the art program all in one place!

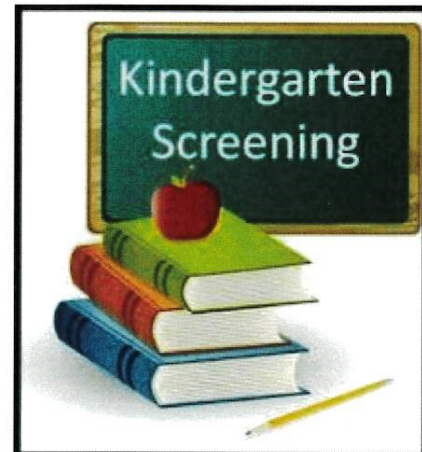
It's been such a fun and exciting year already and I can't wait to see what our artists accomplish next. Go to [www.artsonia.com/parents](http://www.artsonia.com/parents) and enter code: Y9XRRXFN to find your artist and find out!







Dent-Phelps  
2025 -2026



**Friday, March 21<sup>st</sup> and Friday, April 11<sup>th</sup>**

**8:30 am to 2:00 pm**

**Please call 573-729-4680 to schedule an appointment.**

**Must provide Proof of Birth,  
Current Immunization Record and Proof of Residency.**

**Preschool - Must be 4 years old by July 31<sup>st</sup>**

**Kindergarten - Must be 5 years old by July 31<sup>st</sup>**



# Learning in 5B

By Mr. Steven Thompson, 5/6 Social Studies Teacher

5B has had a successful school year so far! Our main focus has been American history, guiding students toward becoming informed and responsible citizens of the United States.

Historically, 5B is now approaching the Civil War after exploring key moments in early American history. We began with a brief look at pre-European America and the Pilgrims before diving into the United States as a British colony, the American Revolution, the War of 1812, and the growing pains of a young nation.

Alongside our history lessons, 5B has explored "Where Do You

Live?"—a journey that started with the Dent-Phelps school district, expanded to Missouri, then North America, and stretched all the way to Orion's Arm of the Milky Way Galaxy. This helped students develop a greater understanding of their place in the world, both geographically and historically. Building on this, students completed a map test of Dent County and its neighboring areas, which logically led to mastering the 50 states and capitals of the U.S. We then took a geographical trip north, learning about Canada's provinces and territories, followed by another map test.

Currently, 5B is getting to know the Presidents of the United States,

and as we approach summer break, we will wrap up U.S. history through the present day. This unit not only introduces students to key leaders but also helps them understand how past decisions have shaped the country we live in today.

It has been a pleasure teaching 5B this year. They take pride in maintaining their classroom and have received numerous compliments on its cleanliness—something I'm sure can carry over to their homes!

Sometimes, they even manage to make this old man smile, but don't tell them I said that.



# Positive Behavioral Interventions and Supports

By Mrs. Rana Hudson

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered system of supports to help students be successful in the classroom. There are three tiers of PBIS. In Tier 1 all students are taught the classroom and school wide behavioral expectations. Classroom teachers teach their students the rules and procedures for all areas of the school including the: classroom, bathroom, cafeteria, bus, library, art/music, gym, hallways, and playground. The teachers focus on showing students how they can be safe, responsible, and respectful learners. As expectations of behavior is taught, students are rewarded for meeting those expectations. Every week throughout the year one PBIS lesson are taught to remind students of the expectations. If minors spike in one category of behav-

iors, the teachers will reiterate the lesson for that behavior to bring the behaviors down in that area. We also teach character traits from the counselor's monthly character list to reinforce good character traits to students. Students can earn a positive referral for demonstrating one of those traits in the school. Students are rewarded with DOJO points in the lower grades and punches in a card in the upper grades. These points can be used quarterly to go on a field trip, have an extra recess, or receive a snack and/or a soda. The teacher continues to reteach expectations as needed. Over time of learning and practicing the expectations, it begins to turn in to a habit or a routine. This makes it easier for the teacher to teach and for the students to learn.

If a student cannot meet the expectations of the classroom, they are referred to the Tier 2 Team (C.A.R.E.S). The CARES team views the referral, looks at the academic, emotional, and social aspects of the student to determine what kind of intervention might benefit the student, if the teams feels that an intervention is necessary.

The third tier of PBIS is when a student's behaviors has become a concern. The student, parents, teacher (s) are interviewed to determine the motivation of the behavior. The student is then given a Behavior Intervention Plan (BIP) to change the unwanted behaviors to more positive behaviors over time. PBIS strives to make our school a great learning experience for all students at Dent-Phelps R-III.

# Archery Club

By Mrs. Rana Hudson

Dent-Phelps R-III implements a National Archery School Program, NASP, in the month of January during their P.E. time. We also offer an after-school Archery Club for 4<sup>th</sup>-5<sup>th</sup> and for 6<sup>th</sup>-8<sup>th</sup> grades, during the month of January. Archery can be very beneficial for children. It is a sport of concentration that can improve hand-eye coordination, mental acuity, strength, and endurance. It can also encourage self-reflection and discipline plus, give students a sense of accomplishment.

The Mission of NASP is to teach the international-style target archery to students from 4<sup>th</sup>-12<sup>th</sup> grades. All students use a Genesis Bow with an adjustable draw weight of 10-20 lbs. The Genesis compound bow is used in competition from fourth all the way through high school. If students achieve a high enough score they can

continue to state and/or national competitions. The state and national competitions give college scholarships to the top winners and each competition.

This year, due to weather, we worked with 4<sup>th</sup>-8<sup>th</sup> grade students together the four days before our Dent-Phelps R-III Archery tournament that was held towards January 25<sup>th</sup>. They were a great group of kids to work with that week. They were focused and ready to learn. We also expanded our tournament opportunities, so students could get more experience shooting outside of our school to help quell their nerves, so they could reach their full potential at this stage of their shooting experience. The two extra tournaments we will attend was in Lebanon on the first of February and St. Elizabeth on the 15<sup>th</sup> of February. The overall average for Dent-

Phelps R-III archery students this year is at an all-time high. We can't for next year to start.



# The Power of Reading with Older Students

By Mrs. Jami Phillips, 5/6 ELA Teacher

As our kids grow, it's easy to assume that reading together becomes less important. After all, aren't they supposed to become more independent readers? While it's true that older elementary and middle school students are honing their reading skills, continuing to read *with* and *to* them still plays a crucial role in their development.

First, reading aloud to older students helps them practice listening skills, which are just as important as decoding words. When you read to them, you can also introduce new vocabulary, complex sentence structures, and ideas they may not encounter in their regular reading. It's a chance to

engage with more advanced texts and discuss topics in depth, helping them develop critical thinking skills.

Reading together also strengthens the bond between you and your child. As they grow, they may have more distractions—homework, sports, social media—but carving out time to read can be a special practice you share. Even if they're reading on their own, you can sit down with your own book and encourage their habit of reading by showing that you value it.

Let's not forget about the power of shared experiences through books. For older kids, reading the same book and talking about it opens up im-

portant conversations. It gives them a chance to express their thoughts, opinions, and even frustrations. This discussion helps them improve their communication skills, build empathy, and make deeper connections to what they read. It can also help them rehearse their response to a difficult situation that they may face someday.

So, while it may seem like your child is ready to tackle books solo, the benefits of reading together shouldn't be underestimated. You're not just helping them become better readers; you're also helping them become thoughtful, engaged learners. Keep reading together, and the rewards will be clear.

# Mindfulness

By Alexis Benowitz, 2A Teacher

The practice of mindfulness can help students develop greater resiliency and improved ability to process their emotions in healthy and prosocial ways. According to Waterford.org, "mindfulness involves both an awareness and an acceptance of both the world around us and our internal experiences." Here are some exercises from that resource you can practice with your child to help them develop their own mindfulness.

1. [Heartbeat Exercise](#): As your students monitor their heartbeat and breathing after exercise, they'll learn to become mindful of how their body feels. Ask your child to stand up and either jump up and down or do jumping jacks for one minute. At the end of the minute, have them place their hand on their heart and pay attention to how their heartbeat and their breathing feels.



2. [Muscle Relaxation](#): How often are we truly mindful of the muscles in our body? With this activity, children can start practicing mindfulness around how they tense or relax their muscles. Starting at the feet, gently squeeze the

muscles in the feet by tightening them, then slowly releasing. Next, squeeze the large muscles in the calves for five seconds, then gently release. Working your way up the body, squeeze the thigh muscles for five seconds then gently release. Continue moving up the body for more relaxation.

3. [Five Senses Exercise](#): Did you know that you can use all five of your senses while being mindful? This activity can show you how! Notice five things you can see. Notice four things you can feel. Notice three things you can hear. Notice two things you can smell. Notice one thing you can taste.

4. [Teaching STOP Mindfulness](#): Teach kids the core components of mindfulness through the acronym STOP: Stop, Take a breath, Observe, and Proceed.



5. [Mindful Eating](#): Have a few different kinds of snacks to choose from. Then describe your snack in the following ways: Look - what colors and shapes do you see? Listen - does your food make a sound? Touch - is it smooth,

bumpy or rough? Smell - what does your food smell like? Taste - have them put the food on their tongue but don't let them chew it just yet. Notice how it feels in your mouth. Do you taste anything yet? Start to chew, does the flavor change? How many different flavors are there?



Tips to increase your child's awareness when eating: Have them take a deep breath or take a second to be thankful for their meal before eating. Ask them how hungry they are before a meal. Allow them to serve themselves, this will allow them to become familiar with appropriate serving sizes. Eat without distractions such as the television or computer. Have them put down their fork in between bites. Wait 15 minutes after eating to decide if they are still hungry for seconds. Allow enough time to eat.

Waterford.org offers many more exercises to explore with your children to expand their ability to use mindfulness in their own lives.

## February - How did Valentine's Day Start?

By Julia Fishbauger, PTO Member

February marks the beginning to the end of wintertime in my mind, and Valentine's Day sprinkles some joy and celebration amidst the last dreary days of cold here in Missouri. Did you know, Valentine's Day is steeped in history and legend that dates back to ancient Roman times?

Legend has it, in the second century AD, the emperor of Rome Claudius II had

decided that it was a distraction for his soldiers to be married, and he made it illegal. At that time, there was a Catholic priest named Valentine. He felt that this law was unfair to the people and was known for performing secret weddings for these soldiers to marry those they loved. In the end of the story, Valentine lost his life due to his efforts and gained his title as a saint. Saint Valentine has been re-

membered and celebrated to this day for his act of courage in the name of love.

Later, in the fifth century, Pope Gelasius declared February 14<sup>th</sup> to be a day of remembrance of Saint Valentine. As with most of our holidays, the celebration of the day evolves with time, but the theme holds true.



**DENT-PHELPS R-III SCHOOL**

27870 Highway C  
Salem, MO 65560

Newsletter Editors:

Phone: 573-729-4680  
Fax: 573-729-8644  
Email: [admin@dentphelps.k12.mo.us](mailto:admin@dentphelps.k12.mo.us)



*"Value, Empower, and Educate  
Everyone, Everyday"*

*We're on the web!  
[www.dentphelps.k12.mo.us](http://www.dentphelps.k12.mo.us)*

## We Want Your Input...

We'd like to hear from you regarding our programs, schedules, yearly calendar, activities, etc. We value your opinion and want to make the best decisions possible in meeting the needs of our staff, students, and community.

Please email your comments and/or suggestions to:

**[admin@dentphelps.k12.mo.us](mailto:admin@dentphelps.k12.mo.us)**

If you don't have access to a computer, feel free to drop us a note or give us a call.

If you would like to be placed on our newsletter mailing list, please call the office at 729-4680.

The Administration

**Dent-Phelps R-3 School**  
**27870 Highway C**  
**Salem, MO 65560**

