Dent-Phelps R-III School

Bobcat Bulletin

Volume VII, Issue 3 November 2026

Mark Your Calendar!

SCHOOL BOARD MEETING
Thursday, November 19th
6:00 pm

NO SCHOOL
Friday, November 20th
PD Day for Teachers

NO SCHOOL
November 23rd - 27th
HAPPY THANKSGIVING

Christmas Program
Tuesday, December 15th
6:00 pm
K - 4th Grades

Class Christmas Parties
Friday, December 18th
11:30 am - 12:15 pm

Early Dismissal Friday, December 18th at 12:30 pm

Christmas Break
December 21st - January 4th

Classes resume Jan. 5th

2026 Veterans Day Assembly

By Mrs. Sarah Parker, Principal

At Dent-Phelps R-3, we were proud to bring our school community together for a special Veterans Day assembly to celebrate the men and women who have served our nation. It was a wonderful reminder of the importance of gratitude, respect, and remembering the sacrifices that make our freedoms possible.

Our students made the occasion especially special by sharing songs and reading original pieces they wrote to express their gratitude and appreciation. Their heartfelt words and performances reminded us that even the youngest members of our community understand the importance of honoring those who have served.

We are fortunate to live in a community that values patriotism, service, and the sacrifices our veterans have made. Thank you to everyone who joined us and helped make the assembly special. Most importantly, we extend our heartfelt thanks to all of our local veterans and their families. Your service, courage, and sacrifice mean more than words can express.









THANK YOU VETERANS







What is Gifted

By Mrs. Rana Hudson, Interventions

Defining what gifted is can be difficult, because everyone is different. Some could be gifted in music, like Mozart, who could play the harpsichord at four and began composing his own music at the age of five. Some could be gifted in one topic or subject, like Einstein, who was a gifted mathematician, but failed chemistry, biology, and French. Some can be gifted at multiple topics or subjects, like Da Vinci, who excelled at art, science, and as an inventor. His inventions were years before his time. Some gifted may never know they have a gift(s), while others will exceed all expectations and may even become famous. According to *The National Association for Gifted Children,* approximately six to ten percent of the population are gifted and about two percent of those are exceptionally gifted. So how do you know if your student or child could be gifted? Watch and listen to your student or child. Does your young child do activities like talking about the flow of lava and asking questions about volcanoes when they are eating a Hersey's kiss? Do they build inventions out of items in or around your house, or with a combination of different toys? Does your child have an exceptional vocabulary above their age or grade level? Does your child or student ask random questions about topics above their age or grade level or topics in theoretical sciences or philosophies? These could be indicators of a gifted student. There is a misconception that all gifted students are high achievers, this is not always true. Some gifted students will not do the practice, because they do not believe they need to. Some will do their work, but do not turn it in, because they are disorganized and lose their papers. So yes identifying gifted students can be difficult.

At Dent-Phelps R-III we look at MAP scores. Students that score Advanced on both their math and reading have a potential to be gifted. Teachers can refer students to be tested for the gifted program. Once a student is referred our C.A.R.E.S team considers the referral. We talk to teachers they have now and have had in the past. We analyze grades, behavior, and MAP scores. If the C.A.R.E.S team believes the student could be gifted a permission form is sent home to the parents to begin testing.

If the parents agree to having their child tested for giftedness, they are given an IQ test. The IQ test, like Wechler (WISC) , consists of 5 different subtests: Verbal Comprehension, Perceptual Reasoning/ Visual-Spatial, Working Memory, and Processing Speed. IQ scores of 118+ are considered gifted. If a student meets the criteria for gifted in any of the 5 subtests, they can enter our gifted program. The Dent-Phelps R-III Gifted Program tries to meet student's emotional and academic needs through exploration, collaboration, and hands-on projects. For example: students in gifted are currently working on something they personally are interested in learning. We have students learning Latin, sign language, German, Greek, and wax sculpting. We include STEM projects in our program and occasionally do projects in art, history, philosophy, and English/Language Arts.



Phonemic Awareness - Crucial for Reading Success

By Mrs. Sara Heithold, KA Teacher

Did you know that the two best predictors of early reading success are alphabet recognition and phonemic awareness? Did you also know that the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read? So what is phonemic awareness and how can I help my children improve their phonemic awareness. In this article I will explain what is phonemic awareness and how you can help your children succeed in that area.

Phonemic awareness is the ability to hear and manipulate sounds within words. This means that you can do phonemic awareness activities in the dark because you only need your ears to hear the sounds in words and you do not need to see anything to perform the activities.

At Dent-Phelps kindergarten through second grade uses a phonemic awareness curriculum called Heggerty. This curriculum is done daily, only takes 15 minutes, and the teachers do not need any materials for it.
The 5 Phonemic awareness activities that I have listed can be done on car rides, walks, bath time, waiting in line at the store, and anytime you have an extra moment with your kiddo!

1. **Sing songs and nursery rhymes-** Rhymes help children understand that sounds in our language have meaning and follow certain patterns. Have fun reading and reciting songs and nursery rhymes together and exaggerate the rhyming words to highlight the different sounds in each word.

2. **Word families**
   Word families are sets of words that rhyme. Start to build your family by giving your child the first word, for example, *cat*. Then ask your child to name all the "kids" in the *cat* family, such as: *bat, fat*, *sat*, *rat*, *pat*, *mat*, *hat*, *flat*. This will help your child hear patterns in words.

3. **Tongue ticklers**
   Alliteration or "tongue ticklers" — where the sound you're focusing on is repeated over and over again — can be a fun way to provide practice with a speech sound.
   Try these:
   For M: Miss Mouse makes marvelous meatballs!
   For S: Silly Sally sings songs about snakes and snails.
   For F: Freddy finds fireflies with a flashlight.



4. **Jump, skip, hop!**
   Create simple picture cards that you draw or cut out of magazines. Have your child, identify what's in the picture, and then break that word into its individual sounds. For example, *dog* is d-o-g, three sounds (phonemes). Three sounds? You and your child do three jumping jacks, skips, or hops (followed by a high-five). You can also do this game outdoors without the cards, just call out simple words for your child.

5. **Snail talk**
   Tell your child you're going to communicate in "snail talk" and they need to figure out what you're saying. Take a simple word and stretch it out very slowly (e.g., /fffffllllaaaag/), then ask your child to tell you the word. Switch roles and have your child stretch out a word for you.

A Little Bit of the World in Fourth Grade

By Mrs. Jessica Baldwin, 4B Teacher

Our fourth graders have been busy bringing a little bit of the world into our classroom! For our Biome Box project, each student chose a biome to research and recreate. The goal was to learn about a place, figure out what makes it unique, and use that information to build a habitat that makes sense.

Students researched the climate, land and water, plants, and animals found in their chosen biome. They also had to think about how those pieces fit together. What would an animal eat? Where would it find shelter? How would it survive the weather? Choosing something to include in the box meant being able to explain why it belonged there.

One part of the project asked students to look for a smaller animal that might be easy to overlook. The big, familiar animals often get our attention first, but there is a lot happening closer to the ground! This gave students a reason to look a little deeper and learn about some of the less obvious members of their biome.

We also included a "weird and wonderful" section in the research. There is always room for a good animal fact, an unusual plant, or something that makes you stop and say, "Wait, really?" Finding those details gave students a chance to follow their curiosity and bring something interesting to their projects.

Once the research moved into building, students had decisions to make about backgrounds, materials, and which details would help someone recognize their biome. They had the same project requirements, but room to make their own choices. That is something I appreciate about projects like this: students can show what they understand while also making something that feels like their own.

Along the way, we worked on finding information, taking notes, organizing ideas, and explaining our thinking. Those are skills we practice across the school day, and this project gave us a chance to put them together with some hands-on work.

The pictures give you a look at what our fourth graders have been working on. There is a lot of research, thought, and creativity tucked into these little boxes!







Bobcats Continue to Grow and Work Together

By Coach Bella Jadwin

The Bobcats have continued to work hard this basketball season, showing growth, determination, and a willingness to keep getting better. Although the wins haven't come as easily as they would like, this group continues to show up, put in the effort, and work toward becoming a stronger team.

Throughout the season, the boys have continued learning the importance of teamwork, communication, and trusting one another on the court. Each game brings new opportunities to improve, learn from mistakes, and build confidence. Their willingness to keep competing and working together is something to be proud of.

As the season continues, the focus remains on getting better each day, playing for one another, and finishing strong. Basketball is about more than the final score; it's about effort, attitude, growth, and never giving up.

Keep working, keep believing, and keep getting better! Go Bobcats!

Lady Bobcats Continue Impressive Season - Big Win Over Rolla

By Coach Bella Jadwin

The Lady Bobcats are continuing to make a statement this season, improving their record to an impressive **12-1** after a big road victory over Rolla on November 13, 2026. The girls traveled to take on a much larger school district and came home with a convincing **47-27 win!**

From the opening tip, the girls showed determination, confidence, and a commitment to playing together. It was a true team effort, with everyone contributing and doing their part to help secure the victory. The game remained competitive through the first three quarters, but the Lady Bobcats continued to work hard, stay composed, and trust one another. Their hard work finally paid off in the fourth quarter as they found another gear, pulled away from Rolla, and finished strong.

One of the biggest strengths of this team has been their ability to come together, play unselfishly, and compete for one another. Their success is not just about putting points on the scoreboard; it is about the teamwork, effort, communication, and determination they bring to the court each game.

With just four games remaining in the season, the Lady Bobcats are keeping their eyes on the bigger picture. They have put themselves in a great position and are hoping to finish the season strong and bring home a **1st-place championship during the first week of December.**

There is still work to be done, but this group continues to show what can happen when a team believes in one another, works hard, and plays together. The goal is in sight, and the Lady Bobcats are ready to keep pushing!

One team. One goal.
Finish strong! Go Bobcats!

Special Olympics Athletes Strike Up Some Fun at Bowling Tournament

By Mrs. Dani Baldwin, Special Education Director

On November 4th, the Salem Bowling Center welcomed athletes from across the Central Area for the annual Salem Special Olympics Bowling Tournament. Five students from our school, representing grades 3rd through 8th, participated in a fun-filled day of bowling, sportsmanship, and friendship. Our athletes had a fantastic time showing off their bowling skills and cheering each other on throughout the event. They also enjoyed the opportunity to meet and connect with athletes from other schools while sharing in the excitement of the competition.

The day was made even more special as our students returned home with medals around their necks and plenty of smiles on their faces! Their hard work, enthusiasm, and sportsmanship made us incredibly proud.

A huge thank-you goes out to the Salem Bowling Center for hosting this wonderful event and to all of the volunteers who generously gave their time to make the day possible. Your support helps create meaningful opportunities and lasting memories for our athletes.

Congratulations to our amazing athletes! We are so proud of you!











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"Value, Empower, and Educate Everyone, Everyday"

We're on the web!
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

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

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