

September 17, 2021

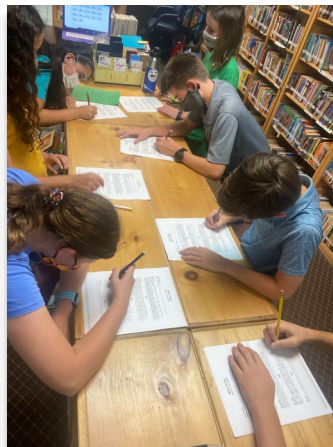
Volume 10, Issue 1

DOLPHIN TALES



September Birthdays:

Seanna K.	9/1
George F.	9/2
Wyatt M.	9/5
Kaleb P.	9/7
Lucille B.	9/10
Barrett C.	9/13
Parker J.	9/13
Ishan S.	9/15
Bo P.	9/17
Cora B.	9/21
Eliza E.	9/21
Ava G.	9/23
Parker C.	9/23
Dean D.	9/25
Milan L.	9/25
Chloe P.	9/26
Cooper C.	9/27
Abigail R.	9/27



Important Dates:

October 1st
Fall Festival- CANCELLED

October 8th
Teacher Observation
Day/Parent Teacher
Conferences
(No School)

October 14th
Toddler Field Trip
(Copper Creek Farm) TBD





Toddler News from Ms. Ginny & Ms. Kayla



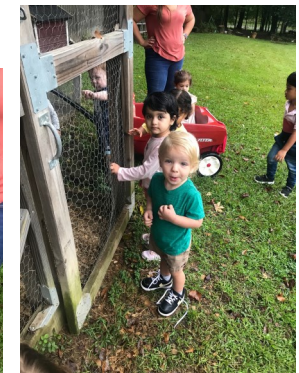
First newsletter of the school year, and I can honestly say so far so good! The children are already normalizing nicely. We now have 12 children and will welcome 2 more the first of October bringing us to a total of 14 students for our little community.

The children are loving our line time! That's where we sing our morning songs, read books on whatever topic we have for the month, do movement songs and play interactive games. Last month's topics were colors, shapes and numbers which we will continue to go over weekly. This month's topic is learning all about the zoo. We have already begun to identify animals that live there and also have listened to the sounds they make.

Thank you all for getting your child to school and picking them up in a timely manner.

We will begin bringing library books home on Wednesday's. Please make sure to have them back the following Wednesday in order for them to pick out another book.

Thank you all so much for getting your child tested for Covid after we had a case in our classroom. Everyone was negative, and it was such a peace of mind knowing this. You were all so considerate for doing this, and it was very much appreciated!!



Toddler News from Ms. Shannon, Ms. Rachel & Ms. Savannah

September is here! This is a fun month for our classroom! We will be learning about different zoo animals. We will learn where the animals live, what they eat, about their babies, and lots of fun facts. We have already had a wonderful lesson with our "Land, Air, and Sea" work. This lesson has a variety of animals that we place, based on where they live, on a painted mat that features the ocean, sand, river, forest, mountains, and sky. This is definitely a class favorite lesson.



This month I would like to spotlight the practical life area of our classroom. In the preliminary exercises, children learn basic life skills such as pouring, cutting, folding, and spooning. In the applied exercises, children learn how to care for themselves (hand washing, combing hair, wiping their nose), as well as the environment (clearing their own place at the table and sweeping up or drying their spills, watering plants, feeding pets for example). There are lots of activities that you can incorporate into your home to help foster independence. You can make them their own area in the kitchen where they can access their own plate, cup, silverware, snacks, etc. Children at this age love to help with "chores" around the house. Allow them to help with dishes, setting the table, folding laundry, and washing dishes. Involving them in pouring liquids or beans with cups in the kitchen, or washing dishes is a great way to get dinner ready and have them occupied.

The other two areas of the Practical Life curriculum are Grace and Courtesy, (which include asking for something politely, letting someone pass, sharing, covering a sneeze or yawn), and Control of Movement, (carrying things carefully, walking around a work rug, pushing chairs back under a table). We spent a great deal of time working on their manners this past month. I hope you heard lots of "please" and "thank you" at home. The best way to reinforce these things at home is to model the behavior you want to see. There are also lots of books available that have wonderful examples about these characteristics in them. One of the favorites this past month was, *Llama Llama Time to Share*.

"Any child who is self-sufficient, who can tie his shoes, dress or undress himself, reflects in his joy and sense of achievement the image of human dignity, which is derived from a sense of independence."

—Maria Montessori, *The Child in the Family*



Primary News from Ms. Valerie & Ms. Christina

“Never help a child with a task at which he feels he can succeed” – Maria Montessori

Many parents ask why Montessori is different from a traditional school. There are many elements that make the Montessori education stand out from a traditional school setting. Here are some of the key elements:

A prepared environment- A Montessori classroom incorporates a prepared environment that is inspired to meet the needs of each individual child. Montessori classrooms allow freedom of movement, structure and order, aesthetics, and designed materials that offer control of error and intellectual stimulation. The concept behind the prepared environment is to meet the needs of the child and direct them so they can develop to their fullest potential.

Following the Child- Traditional schools are designed in such a way that the children should be able to learn everything in a year, with the focus that everyone is doing the same thing. In Montessori, we do not operate that all children are expected to be achieving the same thing at the same time. Montessori educators want to inspire the child to spark their interest in learning, follow the child’s lead, observe them and find out their interests to better guide them, and allow them the freedom to develop themselves.

Mixed aged Classroom and three-year cycle- We know that learning is not linear, and that learners have periods of significant growth and plateaus. In multi-age classrooms, children are typically able to work at their own pace without the added pressure of keeping up with the whole group. In traditional schools, children move from one class to the next each year. This means not only a new set of academic expectations, different routines, and different classroom structures, but a different teacher. In the three-year cycle, teachers really get to know a student. They can tailor instruction regarding both content and delivery. The children also get to learn from one another. First and second year students watch as the older children enjoy advanced, challenging work, and this inspires them. They look to the older children for guidance, and the older children are happy to provide it.

Individual lessons- Most of the lessons in a Montessori classroom are suited for the individual child or small group presentations rather than whole class presentations. One on One lessons allow the teacher to meet individualized needs of the children. Young children also learn by imitation. They need to have a clear view of the presentation. In individual lessons, the child sits right next to the teacher and sees the lesson from the proper direction.

Developing the whole child- While traditional schools mainly focus on the development of cognitive abilities, a Montessori classroom focuses on developing a child’s physical, emotional, cognitive, and social elements of the child.

These are some of the key elements that make a Montessori education so unique. If you want to learn more about the Montessori philosophy, here are some recommended books:



- [How to Raise an Amazing Child the Montessori Way](#) - by Tim Seldin
- [The Absorbent Mind](#) - by Maria Montessori
- [Montessori: The Science Behind the Genius](#) - by Angeline Stoll Lillard

Primary News from Ms. Angie, Ms. Sydney & Ms. Anna Kate



It is so nice to be back to school. Everyone is settling in nicely. As we begin this year, we would like to share something that is not so often spoken of in Montessori. It is the hidden curriculum.

What is the hidden curriculum of Montessori? Many items in practical life have an obvious purpose such as learning how to use a spoon, matching colors, categorizing, pouring, etc. There is another side to the work. A less obvious purpose. Something that Montessori believed the psyche of the child was drawn to. This is what is known as the hidden curriculum. The hidden curriculum is woven throughout the Montessori classroom, but probably most evident in the practical life and sensorial areas. This hidden curriculum serves to increase concentration, coordination, order, and independence. These four skills, once internalized, will permeate the child's growth for years to come.



Let's take a closer look at how the hidden curriculum relates to pin punching. Pin punching takes time and focus to sit and complete. In the beginning, many kids will punch around part of the shape and lose interest. Many will punch around here and there and never really finish. When a child can sit and punch out the figures, they are proud of their work. Each day multiple children come up to show off their pin punching. They are proud of themselves for finishing it, concentration increases. They see what they can do for themselves, and independence grows. Using the pincer grip to grasp their push pin, they strengthen their hands for writing and reinforce the pincer grip. Order develops as they learn that punching around the shape is much more effective than hopping about the shapes perimeter. This hidden curriculum will serve the child for years to come. Concentration, coordination, order, and independence will allow children to have deeper and more meaningful learning experiences for years to come.



"A child who has become a master of his acts through long and repeated exercises, and who has been encouraged by the pleasant and interesting activities in which he has been engaged, is a child filled with health and joy and remarkable for his calmness and discipline."



Maria Montessori
The Discovery of the Child



Elementary News from Ms. Stefanie & Ms. Abigail

Happy September! As we all look forward to Fall days and cooler weather, I wanted to share a beautiful explanation of Dr. Montessori's ideas about teaching Cosmic Education and why it's so important.

We have already had several of The Great Lessons – The Coming of the Universe, The Coming of Life, and The Coming of Humans. This week we are beginning The Coming of Language lesson, and next week we will complete The Great Lessons with The Coming of Numbers.

The students all seem to enjoy these “cosmic lessons” and may like to share some of their newly gained knowledge with you. Please ask your child what he or she has enjoyed learning or doing from our Great Lessons in the afternoons.

Again, thank you all for the privilege of educating your children!



Doctor Maria Montessori believed that Cosmic Education was vital to early education because it provides children with a framework to understand their world and their place within it. Children learn to respect studies of the past, develop an understanding of ethics, and value the contributions of others. In this way, Cosmic Education teaches children to become aware of the interdependence of all things and develop a sense of gratitude that comes from that awareness.

In the second plane of development (ages 6-12), Cosmic Education introduces the child to the repeating natural cycles in our world, the fundamental needs that all humans share, and the connectedness of all living things. In the elementary years, children begin to draw connections between how each particle, substance, species, and event has a purpose in the development of all others. These “Great Lessons of Cosmic Education” are taught as a whole curriculum to show children how all content areas, such as the study of history, culture, science, and the environment, are all interconnected.



What is Cosmic Education? (by montessoriacademy.com)

Cosmic Education is a cornerstone of the Montessori Philosophy. At its core, Cosmic Education tells the story of the interconnectedness of all things. It describes the role of education as comprehensive, holistic, and purposeful; to encompass the development of the whole person within the context of the universe. It also introduces the possibility that humanity might have a “cosmic task,” to better the world for future generations.



Elementary News from Ms. Dolores & Ms. Robin

What is Cosmic education?

Cosmic Education or The Great Lessons are an important and unique part of the Montessori curriculum. These lessons are bold, exciting, and are designed to awaken a child's imagination and curiosity. The child should be struck with the wonder of creation, thrilled with new ideas, and awed by the inventiveness and innovation that is part of the human spirit.

"Montessori uses the Five Great Lessons as an introduction to all topics, providing a "Big Picture" to demonstrate how the sciences, art, history, language, and geography are interrelated. Through the Five Great Lessons, children become aware that the universe evolved over billions of years, and that it is based on the law and order through which all the plants, animals, and the rest of creation is maintained."

The Five Great Lessons are traditionally presented in Lower Elementary. (6-9) and are presented every year so that children see them more than once. Below are the Five Great Lessons that are used to paint a broad picture before moving to more specific study.



1. First Great Lesson - Coming of the Universe and the Earth
2. Second Great Lesson - Coming of Life
3. Third Great Lesson - Coming of Human Beings
4. Fourth Great Lesson - Communication in Signs
5. Fifth Great Lesson - The Story of Numbers

First Great Lesson: Coming of the Universe and the Earth

The First Great Lesson is the most memorable and tells the story of the beginning of the universe. This lesson includes some demonstrations using solids and liquids to show how the continents and oceans first came together. This lesson leads to the study of:

- Astronomy: solar system, stars, galaxies, comets, constellations.
- Meteorology: wind, currents, weather, fronts, erosion, water cycle, clouds, glaciers.
- Chemistry: states of matter, changes, mixtures, reactions, elements, atoms, periodic table, compounds, molecules, chemical formulas, equations, lab work, experimentation.
- Physics: magnetism, electricity, gravity, energy, light, sound, heat, friction, motion, experimentation.
- Geology: types of rocks, minerals, landforms, volcanoes, earthquakes, plate tectonics, ice ages, eras of the earth
- Geography: maps, globes, latitude/longitude, climates, land/water form names, continent and country research.

Second Great Lesson: Coming of Life

The Second Great Lesson involves the coming of life. This lesson revolves around the Timeline of Life, a long chart with pictures and information about microorganisms, plants, and animals that have lived (or now live) on the earth. The great diversity of life is emphasized, and special care is paid to the "jobs" that each living thing does to contribute to life on earth. This lesson leads to the study of:

- Biology: cells, organized groups, five kingdoms, specimens, dissection, observation, use of microscope
- Botany: study of plants, classification, functions, parts of plants (seed, fruit, leaf, stem, root, flower), types of plants
- Habitats: location, characteristics, food chains/webs, symbiosis, adaptation, ecosystems, conservation

Ancient Life: eras of the earth, evolution, extinction, fossil records, excavation

- Animals: classification, needs, similarities/differences, human systems, nutrition, hygiene
- Monera, Protista, and Fungi Kingdoms: what they are, classification, observation.

We will finish the Great Lesson Series in the coming three weeks. Our adventure is well underway!



Elementary News from Ms. Rebecca & Ms. Kaitlin

“7 Tips to Get Out the Door on Time” - [Montessori in Real Life](#)

With the excitement and the nerves of going back to school also comes the anticipation of rushed and sometimes stressful mornings. My goal for this school year is to make it to school on time *without* rushing. It makes such a difference when we start the day off slowly and follow a routine. I know that this will require a lot of preparation (and self-discipline on my part!) Whether you're trying to get out the door for school or any other activity, I am confident these tips will help your morning flow more smoothly.

Practice - Reflect back on recent stressful mornings...which parts were the most challenging? If a child is frustrated by not being able to put on their own shoes, can we help them master this skill more independently? Making time in the slower afternoon or weekend to practice skills such as this can make the more hurried times less tense.

Prep Ahead - Certain choices and tasks can be done ahead of time to minimize the morning to-do list. For example, we can let children choose their outfit the night before. I also like to make packing snack boxes/lunches easier by chopping fruits and veggies and making sure the pantry is stocked on Sunday.

Organize Entryway - Although admittedly challenging to maintain, an organized entryway is a game changer for efficiently getting out the door. When everything we need for the morning is already at the front door, we eliminate the need to run around and zoom in and out the door before leaving. In our house, this means having low hooks for the kids' backpacks and coats, a basket for socks and hats, and a low shelf for shoes. This also makes it easier for them to put everything away as soon as we get home.

Allow for Autonomy - Independence looks different at different ages, but even the youngest of toddlers want a sense of control. The more control they feel, the less meltdowns occur. This means giving them opportunities to get themselves ready. It also means offering choices. Can we let them serve their own cereal or make their own toast? Can they help pack their lunch box or backpack? Can they choose between the two pairs of shoes by the front door?

Routine Chart - Young children crave predictability and routine. It gives them comfort to know what comes next and confidence to be able to initiate that next step. Routine charts are a great way to establish a new routine. We have made a number of routine charts, cards, and checklists over the years, both with our own photos and these [printables from The Creative Sprout](#). We typically reference these for the first few weeks of a new routine, and then bring them back out as needed throughout the year.

Set the Timer - Sometimes it's simply the transition from morning play or breakfast to getting ready to go that's the challenge. Our favorite tool for transitions are to set a song or a timer to indicate when it's time to end one activity and start another. The kids know that when the song or timer ends/beeps, it's transition time. Playing or singing the same song during a morning routine can be a really gentle but effective way to move things along.

10-minute Buffer - One trick I always count on is to prepare to be early. When we plan to be somewhere 10 minutes early, we are usually on time. That 10 minute buffer allows for the unpredictable and often inevitable slow down to occur! And occasionally, we're actually early.



Announcements

WELCOME

Ms. Anna Kate, Ms. Abigail
& Ms. Savannah

Ms. Anna Kate Dulaney will be joining Ms. Angie and Ms. Sydney in the Primary classroom as an assistant. Many of you know Ms. Anna Kate from her prior years of service with us and her work with late stay. Ms. Anna Kate comes to us with a B.A. with focuses in English, Communications and Human Services from Shorter University, and she was the assistant athletic director for Unity Christian School. Her bio is on our website at msor.org. She loves the primary age group, and we know she will be an asset to the classroom.

Ms. Abigail Young joins Ms. Stefanie in Lower Elementary. Ms. Abigail will also be teaching French Club at MSR. Ms. Abigail is a graduate of Swarthmore College with a B.A. in English Literature and French & Francophone Studies. During her studies, she also took education classes where she was able to engage with primary and middle school students in the classroom. Her bio is on our website at msor.org. We are excited to have her join our team!

Ms. Savannah joins Ms. Shannon and Ms. Rachel in the Toddler classroom. She has an extensive background in childcare and has also worked with us in the past in a late stay and substitute capacity. Ms. Savannah is a Montessori legacy as a former attendee of our school. Currently she is pursuing a degree in Early Childhood Education. We are thrilled to welcome Ms. Savannah (back) to the MSR family!

Let's Get Social!



Wisdom



Knowledge



Peace

MONTESSORI SCHOOL *of* ROME



Like us.



Add us.



Follow us.

We invite you to connect with us on social media! We post regularly on Facebook, Instagram and Twitter. Please follow us to stay updated on school events and to view a ton of great photos of our students at work. We look forward to connecting and communicating with you. We hope you like and comment on our posts and feel free to ask any questions or share our content with family and friends.

SCHOOL MESSENGER: To opt in to receive text messages from school messenger please text the letter **y** or **yes** to **67587**. We use school messenger to update parents on weather, delayed openings or school closures, etc.