

Dolphin Tales

November 2, 2022

Volume 11 Issue 3



November Birthdays

Luca A.	11/4	Liam K.	11/20
Tegan A.	11/4	Claire C.	11/22
Parker C.	11/4	Zidaan S.	11/22
Reynolds L.	11/6	Charles G.	11/27
Kriva S.	11/16	Quade W.	11/29
Ryder C.	11/17	Serena C.	11/29
Athan W.	11/17	Khalani B.	11/30
Aiden W.	11/19		

Important Dates

November 4th	Upper El Field Trip – Swerve Pottery
November 21st–25th	Thanksgiving Break
December 13th	Holiday Program
December 16th	Holiday Classroom Celebration (1/2 Day)
December 19th–30th	Winter Break
January 2nd	School Resumes



Toddler News

Ms. Ginny's and Ms. Kelly's Class



★ What we have been learning...

We had so much fun at our Halloween parade and party on Monday. We have the cutest toddlers around. Thank you to all of our parents who were able to donate food and treats. Monday was delicious! :)



This month we are learning about transportation and opposites. We will be reading books about different types of transportation, singing many songs, and introducing new work related to opposites and things that go!



Just a reminder that flu season has already started. While we don't have any cases of flu in our classroom yet, there have been several cases in the school. We thank you for keeping your child home if they are experiencing any flu-like symptoms. We are doing our part by washing hands and sanitizing surfaces so we appreciate you doing your part as well!



Coming up...

On Friday, November 18, we'll celebrate Thanksgiving a little early with our Toddlers. We'll have Chick-Fil-A nuggets brought in for lunch that day. Right now, we believe the price of chicken nuggets will be \$3. We are asking that you send in cash for the lunch at a later date. We will also email a sign-up sheet closer to the date if you would like to volunteer to send in a side dish for our lunch.

As always, thank you for everything you do to support our classroom.



Toddler News

Ms. Shannon's, Ms. Jessica's, and Ms. Kristin's Class



★ What we have been learning...

October was a busy month! We had the best time learning about nocturnal animals, stars, and Halloween. Thank you so much for all of your help with our Halloween party! The children loved all of their treats and the amazing lunch that you provided!

This month we will be learning about transportation. We talked about different modes of transportation yesterday. Today we had a wonderful lesson on sink and float. We talked about why things sink and float. I demonstrated how to use our sink and float work from the water work shelf. They had a great time guessing whether each object would float on top or sink to the bottom! We followed it with a book about different types of boats that float. Of course, we finished the lesson by singing, "Row, row, row your boat."



Coming up...

We will celebrate Thanksgiving in our classroom on Friday, November 18th. I will post a sign up genius to sign up for food for the celebration. Please feel free to join us for lunch that day at 11:00. I will also send a message so that you can RSVP, that way everyone will know how much food to bring. We usually do a more toddler friendly lunch so don't worry, no one will need to cook a turkey! Be on the lookout for more information in an email soon. You are free to take your toddler with you afterward to begin your holiday early. There will be no school the week of November 21-25 for the Thanksgiving holiday.

We will have our holiday program on Tuesday, December 13th. This will be at the Rome City Auditorium. Our theme this year is Holiday Movies. Our class has picked Rudolph The Red-Nosed Reindeer. We will be wearing matching pajamas and antlers. I'm looking for some pajamas for our class. I will let you know when I find them and everyone can Venmo me.



Primary News

Ms. Angie's, Ms. Karabeth's, and Ms. Rana's Class

Interesting article... ★

"I visited the school a few weeks ago to learn more about how the Montessori philosophy is applied at the elementary level. I was expecting to find something, well...nice. I expected it to be calm. I expected the natural wood furniture, the sparse decor, the mats on the floors. I expected to see the beads for math study, the same ones I'd seen in my kids' preschool. Nice. Possibly lacking in academic rigor, I thought privately, but nice.

What I didn't expect was the attitude of the students: They were focused. They were calm. They retrieved their lessons and worked at them seriously, while still maintaining a sense of humor. And their work was plenty rigorous: They researched sharks, performed multi-digit multiplication, wrote letters, studied — in great detail — the geography of Australia, New Zealand, and all of its surrounding islands (none of which I had ever heard of). As I sat watching, drinking a cup of pumpkin spice tea one student fetched for me from the kitchen, I was overwhelmed by all of it. Because I didn't really think this kind of learning was possible in a school."

- Jennifer Gonzalez,

What We Can All Learn From a Montessori Classroom

Read the full article here:

<https://www.cultofpedagogy.com/montessori/>



★ Also check out...

10 Benefits of a Montessori Education:

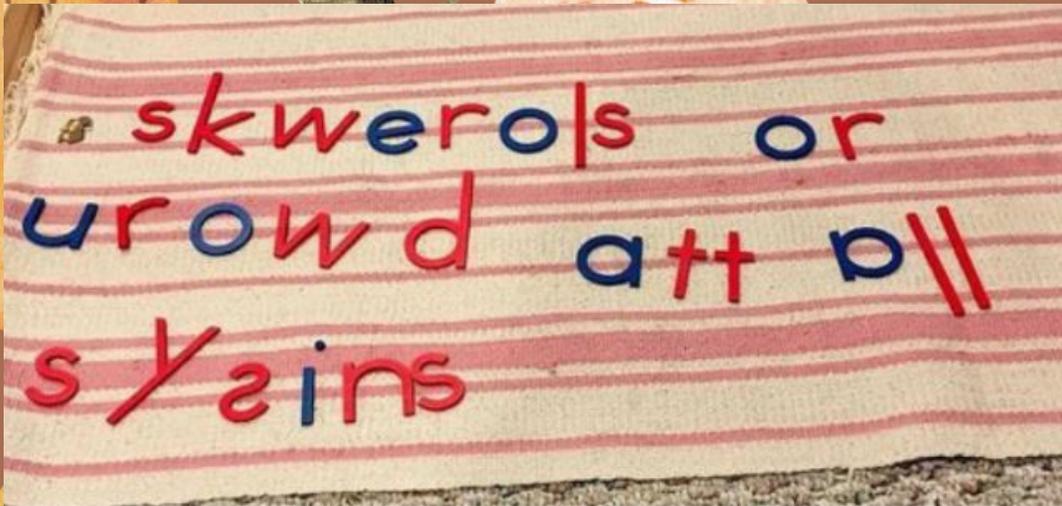
<https://www.education.com/magazine/article/10-benefits-montessori-preschool/>





Primary News

Ms. Krystle's, Ms. Macy's, and Ms. Trudy's Class



The Importance of Invented Spelling



MOMtessorLife.com

Primary News

Ms. Krystle's, Ms. Macy's, and Ms. Trudy's Class

★ What is "Invented Spelling"?

If you have a new writer, you've likely noticed that some of the words she's writing use very creative spelling choices. This is called invented spelling, and it's a natural part of writing development!

As children are just beginning to learn phonetics, it makes sense that they would write words the way they sound phonetically — especially with a language like English, which has a lot of spelling rules that can be difficult to decode for little ones. Using invented spelling means that your child is learning to trust her ear and truly writing the sounds she hears.

Invented spelling with beginning writers is something to be celebrated, not corrected! Most of their writing will include what some would call 'misspelled' words — but they're not misspelled. They're spelled just the way they sound, and that is how word building is meant to begin. Letter reversals and invented spelling are actually signs that your young child is right where she needs to be: becoming familiar with letter shapes and learning to trust her ear. Trust the process, trust your child, and choose modeling over correcting every time. The understanding of conventional spelling will come with exposure and practice, but your child's confidence in her ability to write will be diminished if you are constantly correcting or questioning her work. How would you feel if you worked really hard at something and then someone told you all the ways you messed up? Would you ever try it again? Don't squash that urge to write just as it's beginning.

So what do you do if...

...you can't read what your child wrote with her invented spelling? Do your best. Remember that she wrote it phonetically, so go back to the basic sounds. Or ask her to read it to you!

...your child asks if she spelled it correctly? If she's 6 and under, ask her to separate the sounds she hears and check if the letters she put match those sounds. 'It looks like you heard all the sounds!' If she is over 6, show her how to look it up in the dictionary.

...your child is using invented spelling over and over again and she's over age 7? Once your child is a more fluent reader, you can begin introducing conventional spelling. If there's one particular word that she just keeps spelling phonetically, show her that word in a book so she can begin to make the connection between the conventional spelling and that word. After age 7 is when most schools begin introducing lists of spelling words and teaching conventional spelling words, and that's when it is more appropriate to work on conventional spelling over invented spelling. -MOMTessori life

Here are some links to view:

- <https://www.facebook.com/reel/1100615230602736?fs=e&s=T1eQ9V>
- <https://www.wbms.org/blog/montessori-basics-the-language-curriculum?format=amp>



Lower EI News

Ms. Stefanie's Class

★ Rewards vs. Intrinsic Motivation...

Montessori education differs from traditional education in that it strives to teach children intrinsic motivation rather than offering rewards or punishments to motivate. Intrinsic motivation is doing something because you have the inner drive to do it, not because of some external reason like a reward or threat. You may have noticed that we do not give out rewards such as stickers, grades, smiley faces, or "prizes" for completing tasks.

Dr. Montessori taught that completing a work is its own reward and that children can be motivated through their natural interest in learning and having a purpose. We encourage our students by offering support using phrases such as, "You completed the entire math fact sheet! You must be very proud!" or "I can see you worked very hard on matching your compound words." or "Thank you for taking the time to organize your work and make it beautiful."

This method teaches the child to develop his or her own internal sense of motivation instead of constantly seeking validation or rewards from adults. Children make the choice to complete their work for result of creating something of which they can be proud, not just to receive a reward. I know it can seem strange and unrealistic because it is not a method we often see used in American culture. It takes some time for children who are not used to this method to develop their internal motivation.

The best way to encourage its development is to follow through with it in the home environment by teaching children to complete a task simply for the satisfaction and purpose it brings them. They experience the pleasure of knowing they can complete it and can do it well.



Create opportunities for them to be independent in an environment that allows them to be successful. Show them that you trust them to do the job well by not interfering in their work. Then, give them the time they need to do the job well. Use words to encourage instead of praise. Give them the freedom to do work that interests them within safe boundaries. Give them choices and honest feedback. Provide gentle guidance when needed.

This is what we strive to do as Montessori guides. Dr. Montessori once said that the greatest sign of success for a teacher is for the children to work as if the teacher did not exist. We want our students to choose work for the joy of learning and creating. We believe it is our purpose to guide children into understanding how to learn for themselves because of the gratification and enjoyment it brings them.

Lower EI News

Ms. Robin's and Ms. Dolores's Class



★ Rewards vs. Intrinsic Motivation...

Please read Ms. Stefanie's excellent article about the use of rewards vs. intrinsic motivation, then read this!

In the book, *Montessori, The Science Behind the Genius*, Angeline Stoll Lillard includes a chapter about extrinsic rewards and motivation. I want to share two studies from this chapter that help to explain the reasons why we do not use rewards and excessive praise in our classrooms.

"Research shows that if a person was already motivated to do an activity, expected rewards actually interfere with their subsequent interest in that activity. This result often surprises people, but the research supporting it is very strong. Learning is something young children are interested in and are intrinsically motivated to do.

In one study involving preschool children, Mark Lepper and his colleagues placed new sets of markers in classrooms of 3- to 5-year-olds and watched to see which children used them a lot (Lepper, Greene, & Nisbett, 1973). Heavy marker users were then brought, one at a time, to a testing room, and a third of them were immediately shown a "Good Player Award"—a fancy note card with a big gold star and a red ribbon. They were asked if they would like to receive a Good Player Award, and all the children assented. They were told that all they had to do to win the award was draw with the markers. After each child had drawn for six minutes, a Good Player Award was placed with great fanfare on an "Honor Roll Board." For the other two conditions, children were simply allowed to draw with the markers for 6 minutes and then were unexpectedly given a Good Player Award, or they drew for 6 minutes, and no award was ever mentioned. A panel of judges who were blind to what condition the children had been in rated the drawings' creativity.

There were two important findings. First, drawings done by children who expected rewards were judged as significantly lower in quality than drawings done in the other two conditions.

Second, a few weeks later, when the classroom was observed for marker use, children who had expected a reward used the markers much less than they had previously, and half as much as the other children. Engaging in a well-liked activity with the expectation of a reward led to reduced creativity during that activity and to decrease voluntary participation in that activity later.

Dr. Montessori saw very early on in her schools that rewards, even verbal praise, were unnecessary, and indeed could interfere with children's concentration: "A child does not need praise; praise breaks the enchantment". She was led to a different view of rewards by the children, who on numerous occasions rejected adults' well-intended rewards. Apparently the first such rejection was a reward she herself offered, in her first school in Rome. Children who worked with Sandpaper Letters spontaneously began to write, and Dr. Montessori was interested in seeing if they could then read. To examine the transfer to reading, she made cards with the names of different toys on them, and brought a basket of toys to the children, to use as rewards. If children could read the name on a card, she promised, they could play with the toy as a reward. Like many adults, she assumed rewards were positive and even necessary to get children to engage in difficult tasks.

The children, however, showed her otherwise. They eagerly read the words, but had no interest in the toys, asking instead for another word to read. This suggested to her that a challenging activity, reading (for new readers), could be motivating in and of itself. The extrinsic reward of playing with a toy was not valued, and in fact seemed an undesired distraction from reading. Using new, important abilities was apparently more inspiring than playing even with these very attractive toys. Dr. Montessori was very interested by this reaction and followed it up on other occasions.

If you are interested in learning more about the educational and psychological research that supports the benefits of a Montessori education, I highly recommend this book. What's amazing is that this research was completed long after Maria Montessori started her school and shared her philosophy with the world.



Upper EI News

★ Classroom Happenings...

October marked an important month in our classroom and school's environment. The cooler weather invites enjoyable events including: Fall Festival, field trips, Halloween, and Historical Timeline. Our normalization period is over, and our going out period has begun! Last week, we visited the Tellus Museum. We have been receiving lessons in Astronomy in the classroom and we wanted to further our studies outside of the classroom. They participated in a hands-on moon phase activity. They also learned about the movement of the Earth and Moon around the Sun and space travel.

Historical Timeline is a memorable time for the students, family, and staff. Each student researched an important figure in time that interested them. They learned about their early life, career choices, and personal accomplishments. These historical figures changed the world for the better. They left a mark on our society and we will forever be impacted by their choices. This serves as an inspiration to all of us. The students aspire to fulfill their own dreams after learning about these inspirational figures. As guides, we are here to aid in this self-discovery. We encourage them to try new things and to think outside the box. Thank you for all of your help and participation. The students did a great job on their presentations!



"The children of today will make all the discoveries of tomorrow. All the discoveries of mankind will be known to them and they will improve what has been done and make fresh discoveries. They must make all the improvements in houses, cities, communication, methods of production, etc. that are to be made. The future generation must not only know how to do what we can teach them; they must be able to go a step further."

- Maria Montessori

Adolescent & Secondary News

★ Classroom Happenings...

THANK YOU MSOR Families and Friends for coming out to the Fall Festival! We hope everyone had a wonderful time.

With your support, we were able to raise over \$2,000 to help us reach our goal of traveling to Spain and Portugal in the Spring of 2023! We couldn't be more excited, as we have studied Spanish for many many years, and the opportunity to immerse ourselves in the Spanish language and culture is something we greatly look forward to. Your support is something we do not take for granted.

THANK YOU Elementary Students and Faculty for participating in our Hot Dog Sale last week! We are happy to report that the total proceeds of \$300.00 will be entirely donated to Rome Floyd County Center for Children and Youth, in honor of two lower elementary parents (LaDonna Collins and Kim Headrick) for their hard work supporting children in our community.



Halloween Parade!

