

Dolphin Tales

September 6, 2023

Volume 12 Issue 1



August Birthdays

Mr. Adam	8/2	Kevin W.	8/16
Mr. Justin	8/4	Lilibeth O.	8/19
Arjun H.	8/6	Emersyn S.	8/19
William B.	8/7	Sabrina C.	8/20
Eli W.	8/10	William G.	8/22
Case C.	8/11	Finlee F.	8/24
Jackson B.	8/13	Zazil H.	8/24
Newman A.	8/15		

September Birthdays

Seanna K.	9/1	Bo P.	9/17
Ms. Anja	9/2	Cora B.	9/21
George F.	9/2	Eliza E.	9/21
Sofia D.	9/7	Everleigh C.	9/23
Kaleb P.	9/7	Lyla Kay P.	9/24
Lucille B.	9/10	Ms. Coretta	9/25
Barrett C.	9/13	Sailor M.	9/26
Ms. Kristin	9/13	Ms. Camela	9/27
Parker J.	9/13	Ms. Gabi	9/29

Important Dates

- September 21st | International Day of Peace
- October 6th | Parent/Teacher Conferences (No School)
- October 13th | Toddler/Primary Field Trip - Copper Creek Farm
- October 13th | Fall Festival 5:30-7:00pm
- October 18th-19th | Fall School Portraits
- October 23rd | Historical Timeline
- October 24th | NWGA Winds Concert featuring MSOR Elementary Students
- October 31st | Halloween Celebration/Parade 10:30am

Toddler News

Ms. Ginny's & Ms. Kelly's Class



What we have been learning...

Whew! August flew by! We learned about our colors and our shapes. We looked for shapes while on the playground and even in our lunchboxes. The students really enjoyed singing about the color of their clothes each day. We are also working on grace and courtesy each day with kind words and actions, soft voices inside, and nice manners at the table for snack and lunch.

We're very excited to learn all about the zoo this month. We are introducing new work and the students are enjoying the lessons. Thank you for being prompt with drop off and pick up times. This really helps the flow of traffic in our parking lot each day.



Toddler News

Ms. Shannon's, Ms. Kristin's, & Ms. Chloe's Class



★ What we have been learning...

We made it to September! We will be learning about zoo animals this month. Zoo month is such a fun month. We will learn lots of new songs and make some cute crafts. The children will learn about where the animals are from, what they eat, and the names of the animals, including the babies. This week we did a lesson about land, air, and sea. We discussed a variety of animals and placed the figures in their corresponding habitats.

We are learning our song for International Day of Peace on September 21st. Montessori Schools from around the world will be given a slot to sing and the song will be sung for 24 hours straight. This is a link to the song on YouTube: https://youtu.be/K9M8SmWh2Fo?si=tpHVXjv5if_h7Tcf. I don't know our time slot yet, but we will gather as a school to sing.

We will go to the library on Fridays. The children will pick out their books and bring them home. You can send them back on Thursday so that they can enjoy them for the week. If your child does not return their book in its bag, they cannot choose a new book. As you can imagine, this leads to a very unhappy toddler so please do your best to return on Thursday and no later than Friday at drop-off. Make sure to check your bag because sometimes we put dirty clothes or artwork in them.

Conference day is coming up on October 6th as we reach the end of normalization. I will send out a sign-up for everyone. I usually start the week before so that you can enjoy your day off with your child and not have to come into the school that day.



I would love to encourage you all to read "The Montessori Toddler" by Simone Davies. It's a very easy read. The book gives a lot of information on how to make your home and interactions with your children more Montessori-like. I know toddlers can be challenging and one of the most valuable sections helps with setting limits and communication with love and respect. It also has lots of simple activities that can be used for entertaining them at home.



Primary News

Ms. Angie's, Ms. Karabeth's, & Ms. Ribar's Class



★ The Power of Positive Language

Wouldn't life be so much easier if we could simply wave a magic wand to get children to do as we asked, first time around? Too many parents nowadays, will admit that they struggle to get their requests heard, understood and taken seriously. Alicia Eaton, is a 'Children's Behavioural and Emotional Wellbeing Specialist' and also a qualified AMI Montessori Teacher and mom gives some tips about how to use positive language.

Click the link below to read the full article!



Ten Top Tips for Positive Language:

1. Say what you *do* want, rather than what you don't.
2. Create the illusion of choice.
3. Use presuppositions and talk as if it's a given.
4. Front-load your sentences.
5. Say "thank you" before rather than after.
6. Give a reason.
- ★ 7. Put a positive spin on moaning.
8. Use leading questions.
9. Help your child to avoid using the word "can't".
10. Suggest change is happening.

Primary News

Ms. Ortrud's, Ms. Camela's, & Ms. Trudy's Class



★ What we have been learning...

The first few weeks have been fast and enjoyable. The children and us teachers are finding our place in the new classroom community. As we are getting to know each other better we learn each other's strengths and also places where we can help each other grow. The children have been invited to many new lessons and encouraged to repeat work with the materials they had previously received lessons on.

An all time favorite for all students will always be the activities of Practical Life. These are activities that help the young children reach a place of independence to take care of their own needs and the immediate environment. Dressing frames help them to learn how to button, zip, snap and velcro their own clothing. Scooping and pouring activities help them to serve themselves. Table washing, sweeping, caring for a plant, flower arranging, setting a table, etc. are just a few of the activities that assist children to navigate their daily lives.



Walking on the line and carrying a bowlful of water for example help them to learn more about their body's movement. And of course, the exercises of grace and courtesy, which are basic good manners, like how to ask for help, how to politely decline an offer or how to hold a door for another person. All practical Life activities are designed to build and refine physical skills.

Please see the following link as an additional resource for practical life examples that you can try at home:

[What Are Montessori Practical Life Skills? \(And 3 to Teach Your Child\)](#)

Lower El News

Ms. Robin's, Ms. Dolores's, & Ms. Rana's Class

★ "Never help a child with a task at which he feels he can succeed."
– Maria Montessori

"Why do Montessori educators value and encourage independence? Nurturing independence is empowering and necessary. It lets children know that we value them and know that they are capable. When we trust them they learn to trust themselves and make good choices.

What Independence means at School

In the earliest years at school, children focus on what we refer to as practical life skills. This may include learning to prepare simple snacks, putting on their own shoes or coats, or caring for classroom plants and animals. Children are given endless opportunities to practice these skills. These skills are then practiced and developed further in the elementary environment.

Another facet of independence involves choice within limits. Children are able to decide what work they are interested in. Teachers carefully prepare the classroom environment so that all choices are safe and desirable, but within those boundaries the child is free to explore. As children get older (the elementary years and beyond), they must meet certain academic expectations. Teachers use a variety of tools to help students work independently while still meeting their goals, including work plans and time management strategies. Research becomes of great interest at this time, and children are given ample opportunity to deeply explore topics they choose.

How Parents Can Support This Work at Home

How can families continue the cultivation of independence in the home? It all starts with a shift in the way we view our children's capabilities. They are often able to do much more than we realize, and with a little bit of modeling they tend to eagerly accept a challenge. After all, our children want to do what we do, and if we give them the proper tools and support, they can begin practicing.

Each day in our classroom after snack and lunch, children are expected to clear their lunch items from the table, wipe the table and chair, sweep the floor if they spill something, and to always push the chair in when leaving a table or desk. We kindly ask that you require the same level of participation from them at home, so that they are contributing members of the family.

Other responsibilities should also include: making the bed, putting away all of their belongings after use, throwing dirty clothes in the hamper/laundry basket, helping to fold laundry, sweeping, vacuuming, feeding pets, etc. Children can also help to prepare and pack their own lunches, and should empty their lunchboxes each day when they get home from school. We were amazed to learn that many of our students just throw their dirty clothes and towels on the floor, and do not make their beds. There are many more things children can do to help around the home and yard, and they like to help! It makes them feel valued and increases confidence.



Upper El News

Ms. Kathleen's & Ms. Anja's Class



Last week we planted the seed of human history, but we have yet to consider how our ancestors developed their communication skills. This week, we will begin to study the development of spoken and written words. The students discover how the Egyptians, Greeks and Romans all contributed to the language we use today.

One key focus of language skills is to research, understand and convey what is learned. By writing in their own journals and taking decisive action to record their findings, the children learn this firsthand.

Our school encourages note-taking in cursive writing. Cursive writing is a complex and central cultural skill (Kersey and James, 2013; Kiefer et al., 2015). It involves many brain systems and the integration of both motor and perceptual skills (Vinci-Booher et al., 2016; Thibon et al., 2018). Cursive writing is often used as a tool for learning, even in the absence of a review of the notes (Kiewra, 1985) because it provides such a deep processing of the studied topics (Arnold et al., 2017). Thus, cursive writing has been considered an essential precursor for further academic success (Fears and Lockman, 2018), and the skill is typically acquired during childhood in societies with a strong literacy tradition (Kiefer et al., 2015).

In our Upper Elementary classroom, we encourage our students to work on refining the coordination of their hand movements, knowing that mastery of this precise skill varies from student to student (Van der Meer and Van der Weel, 2017).



Speaking of language, this week, language homework will be due on Wednesday as we will have our bonding trip to Cloudland Canyon (9/7/23-9/8/23). Please return the permission slips. Please prepay for all of this year's going out trips (\$100).

Also this Thursday, we will conduct our Classical Roots and Math Box tests before the trip. Please be sure to remind your child to study for these tests. If your child uses index cards in preparation for the language test, please kindly consider sending a package of index cards to school. Math homework will be going home on Friday and is due the following Monday. Tennis will start on Thursday, September 14th. We are still looking for a 'tennis mom' who would be helping us by checking the availability of tennis drivers. Please message us if you would like to help!

