

Dolphin Tales

January 16, 2025

Volume 13 Issue 5



January Birthdays

Jase P.	1/3	Harper L.	1/18
Eva L.	1/4	Ms. Angie	1/18
Zoey R.	1/7	Ms. Jamie	1/18
Alexandra T.	1/7	Vittoria R.	1/20
Hudson W.	1/12	Peyton J.	1/24
Wyatt H.	1/16	Gabriella T.	1/26
Ms. Jane.	1/16	Norah H.	1/26
		Ms. Angela	1/31

Important Dates

January 20th	MLK Jr. Day (No School)
February 6th	International Day – Toddler & Primary
February 7th	International Day – Elementary
March 7th	Parent/Teacher Conferences (School in Session)



SNOW DAY!



Please join us for
MSOR
INTERNATIONAL
DAY

Feb. 6th - Toddler & Primary

Feb. 7th - Elementary



**Ms. Ginny's & Ms. Kelly's
Toddler Class:**

Brazil

**Ms. Shannon's, Ms. Kristin's, &
Ms. LaKosta's Toddler Class:**

Australia



**Ms. Angie's & Ms. Karabeth's
Primary Class:**

Greece



**Ms. Ortrud's & Ms. Rana's
Primary Class:**

Ecuador



Lower Elementary:

Ireland



Upper Elementary:

Ancient Mayan/Aztec Civilizations

Toddler News

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

What's Happening This Month...

Our Brazilian studies are off to a great start! We have been talking about the largest country on the South American continent in preparation for International Day on Thursday, February 6th.

We have been learning about how Brazilians speak, what they do for fun, what their environment and terrain look like, and we're even learning how to dance the Samba! If your child comes home talking about pink dolphins, they're not confused! They're just learning about the Amazon Rainforest and River Basin.

We will have more information about International Day over the coming weeks so look for an email from us!



Toddler News

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

What's Happening This Month...

G'day mate!! It's time for our class to start learning about Australia. Each year every classroom chooses a country to learn about and then it all culminates at the end of the month with International Day. International Day is one of the best days of the year here at MSOR. All of our classrooms will be transformed into faraway lands. On International Day, each classroom does a presentation for the parents and the other classes get to stop in for a show too. After the presentations, we all share a meal from our country. It is a lot of fun!

Did you know that Australia is considered both a continent and a country? The children are already so excited. We have started talking about some of the wonderful animals there, such as the kangaroo, koala, and frilled lizard. We have also been talking about the biomes and the indigenous Aboriginal people. We will learn about the types of food they eat and learn some of their slang and some songs to perform for you on International Day.

On International Day, the class will dress up for the day. Our costumes will have them ready for a walkabout in the outback. They should come dressed in a white shirt with khaki shorts or pants. They can wear tennis shoes. I have ordered hats and vests for them to wear so please send \$5 in their lunch boxes or Venmo me.

It takes a village to make it happen! I will send out a signup sheet for the Australian dishes this week. Don't worry! We won't know if it tastes authentic! I will attach the recipes to the signup. I have a couple of more things that I need help with. I need empty two-liter bottles, paper towel rolls, and cardboard egg cartons. If you have any Australian artifacts or anything that we could use in the classroom this month please send them in!



Primary News

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



Exploring the World Through Montessori Geography and History Lessons

As we prepare for International Day, we wanted to share this interesting article that talks about the value of geography and history lessons in the Montessori classroom.

The Power of Hands-on Learning

We understand that children learn best by doing. That's why our geography and history lessons are designed to be interactive, with materials and activities that allow students to physically engage with the subject matter. Whether it's using maps to learn about different countries or artifacts to explore past civilizations, our hands-on approach helps bring learning to life.

Fostering Cultural Awareness

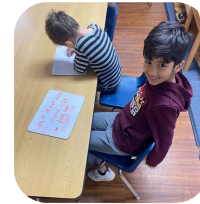
One of the key goals of our geography and history lessons is to foster cultural awareness and appreciation. By learning about different countries, traditions, and historical events, our students develop a sense of empathy and respect for diverse cultures around the world. Through activities like cultural celebrations and food tastings, we encourage our students to embrace the beauty of global diversity.

Connecting the Past to the Present

History comes alive at Montessori School of Chantilly as we connect the past to the present. Our students explore historical events and figures in a way that is relevant to their lives today. By understanding how the past has shaped the world we live in, students gain a deeper appreciation for the interconnectedness of history and the impact it has on society.

Nurturing a Love for Exploration

Our geography and history lessons are not just about memorizing facts; they are about nurturing a love for exploration and discovery. We encourage our students to ask questions, think critically, and seek answers beyond the surface. By instilling a sense of curiosity and wonder, we empower our students to become lifelong learners with a passion for uncovering the mysteries of the world.



Primary News

Ms. Ortrud's & Ms. Rana's Class

Experience, Exploration, Expression...

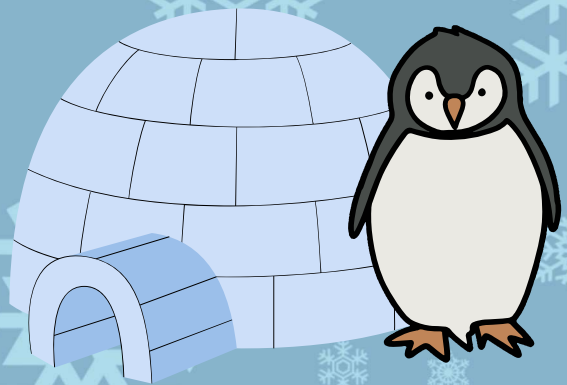
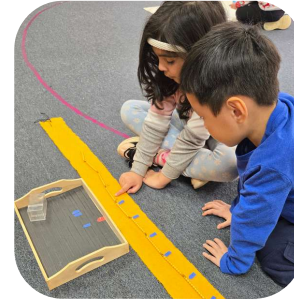
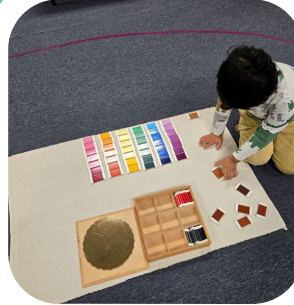
A Montessori "3-period lesson" is a foundational teaching strategy used to help children learn new concepts or vocabulary in a clear and structured way. It consists of three distinct phases:

- 1. Introduction (1st Period)** – The teacher introduces new vocabulary or concepts by clearly naming or demonstrating them. For example, if teaching the names of objects, the teacher might show a picture or an item, saying, "This is a cat."
- 2. Recognition (2nd Period)** – In this phase, the child is asked to recognize and identify the concept or vocabulary introduced. For instance, the teacher might show several items and ask, "Can you point to the cat?" This tests the child's ability to associate the word with the correct object.
- 3. Recall (3rd Period)** – The child is now asked to recall the concept or vocabulary independently. The teacher might ask, "What is this?" and expects the child to name or describe it correctly.

The goal of the 3-period lesson is to build understanding through a gradual, interactive process that moves from recognition to independent recall. This method is especially effective for fostering long-term retention and mastery.

For further reading follow this link:

<https://montessori-ami.org/trainingvoices/experience-exploration-expression>



Lower EI News

Ms. Maggie's & Ms. Robin's Class

Exploring Different Cultures...

Fostering cultural understanding and embracing diversity has become more important than ever. By exposing children to different cultures from an early age, we empower them to become global citizens who appreciate and respect the rich tapestry of humanity.

From a Montessori perspective, the benefits of exploring different cultures go beyond mere exposure to customs and traditions. It offers children a transformative educational experience that nurtures empathy, curiosity, and a broader worldview. By immersing themselves in diverse cultural experiences, Montessori students develop a deeper appreciation for humanity's commonalities and differences.

Montessori schools make it a priority to support cultural diversity, expose students to other cultures, and teach them to appreciate them. This year, our International Day country is Ireland. We are excited to learn about Ireland's culture, traditions, history, geography, and so much more. Our room is undergoing an Irish transformation and we can't wait to share our hard work with you. International Day is Friday, February 7th. We look forward to sharing this special day with you.



Upper El. News

Civilizations of the Americas



• Mayas • Aztecs • Incas

We have had a wonderful and busy week since returning from winter break and the snow break. Our community is bustling; many students are testing out of language, math, and geometry work plans and transitioning into new work, which is followed by several new lessons.

We have also begun preparing for our upcoming research presentation on the Mayans, Incas, and Aztecs. The Upper Elementary Classroom will present their Ancient Civilizations research to you and their MSOR classmates on February 7th.

This week, in addition to our regular lessons, we initiated an intensive focus on our small-group research project. The students actively engaged in reading and note-taking about the rich history of the Maya, Inca, and Aztec civilizations. They divided themselves into three groups, each studying the fundamental needs of these cultures. Within each civilization, they focused on the region's geography, cultural activities, everyday life, and political and economic systems.

At the end of the week, after completing their initial research, we will provide them with a guide to help further the research process by seeking answers to specific questions about each of the three cultures.

This project exemplifies collaborative work at its best. Each group of seven students meets daily to plan their course of action. Some groups have chosen to research each category together, one at a time, while other groups have assigned a category to each student, allowing everyone to explore their designated area. Throughout this reading and note-taking process, students learn how to record their sources effectively.

After note-taking, next week, each group will collaboratively write a paper, with each member contributing. They will also prepare a slide presentation and create three-dimensional models of temples from the Maya, Inca, and Aztec civilizations. In addition, they will work with clay to make replicas of ancient pottery and clothing, as well as draw, paint, and recreate art from these incredible cultures for their presentation.

We look forward to seeing you on International Day when this meaningful work comes together.

If you have items at home that might be from the Yucatan, Mexico, Central America or Peru please consider lending them to us for our presentation. We would also love to have parent volunteers help us, and we look forward to seeing you in the classroom. Soon, we will need your assistance with food for our celebration lunch. Thank you for supporting us through this rich Montessori School of Rome tradition.



Adolescent & Secondary News

Ms. Shemi's, Ms. Ariana's, Ms. Gabi's, Ms. Karen's,
Ms. Dolores's, Mr. Justin's, Ms. Angela's & Mr. Ben's Classes

Classroom update...

Last week, Our Adolescent and Secondary students had the incredible opportunity to travel to the Carter Center in Atlanta. There, they paid their respects to the late President Jimmy Carter, and got the invaluable opportunity to learn about his life, legacy, and the history of our country and the world during his life. The rest of that week, several took their research further and carried discussions in classes about Carter.

This causes us to take pause and think about how important immersive learning is to the Adolescent and Secondary students. We are thankful for the opportunity to allow our students to step out of the classroom and see history right in front of their eyes! See below for some benefits that immersive learning has for the Adolescent and Secondary Program!

Focus on Lifelong Learning:

Montessori education fosters a love of learning that lasts a lifetime. Montessori schools help children develop a deep understanding of their learning concepts by emphasizing hands-on, experiential learning and individualized instruction. This approach builds a strong foundation for lifelong learning, helping children develop a sense of curiosity and exploration that will serve them well throughout their lives.

Critical Thinking and Problem-Solving Skills:

Montessori education emphasizes hands-on, experiential learning, which helps children develop critical thinking and problem-solving skills. Children learn to solve problems and think independently by engaging in practical life activities. Montessori schools also use a multi-sensory learning approach, allowing children to develop cognitive skills through exploration and discovery. By providing a stimulating and challenging environment, Montessori education helps children develop critical thinking skills that will serve them well throughout their lives.



Excerpts taken from the following article:

<https://www.myquestmontessori.com/the-advantages-of-a-montessori-education-fostering-lifelong-learning-and-personal-growth>

