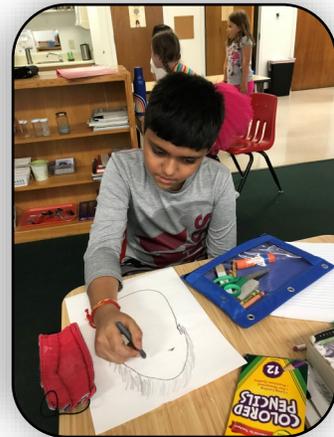
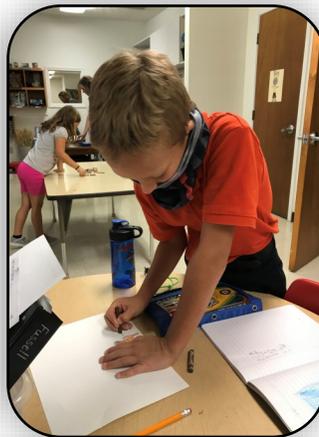


September 4, 2020

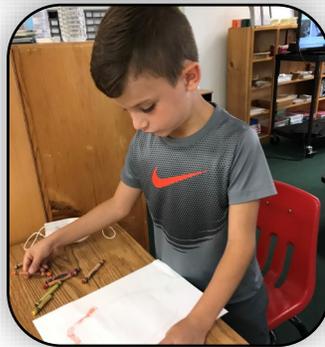
Volume 9 Issue 1

DOLPHIN TALES



September Birthdays:

Seanna K.	9/1
George F.	9/2
Kaleb P.	9/7
Rachael C.	9/8
Parker J.	9/13
Ishan S.	9/15
Bo P.	9/17
Yonnis W.	9/20
Eliza E.	9/21
Parker C.	9/23
Milan L.	9/25
Chloe P.	9/26
Abigail R.	9/27
Aniyah J.	9/30



Important

Dates:

September 7

No school Labor Day

October 8th

Teacher Observation
Day/Parent Teacher
Conferences
No School

October 9th

Teacher Observation

**Students draw pictures in honor of Dr.
Maria Montessori's 150th birthday.**

Toddler News from Ms. Ginny & Ms. Kayla



We had a blast learning about shapes and colors! The kids have adjusted great to the classroom and our routine. We are looking forward to learning about all the zoo animals. We will be singing new songs and start making lots of crafts.

Thank you all for your timely drop off and pick up it's going so smoothly and we think it has really helped with the adjustment to the classroom.

Just a few reminders please send nap rolls on Monday's and library day is Tuesday. No school Monday September 7 in observation of Labor Day, enjoy the long weekend!

"Imagination does not become great until human beings, given the courage and the strength, use it to create." — **Maria Montessori**

Toddler News from Ms. Shannon & Ms. Rachel

September is here! We have enjoyed learning about shapes and colors but it's time for something new. This month we will be learning about zoo animals. This is a class favorite! We will learn about where different animals are from, what they like to eat, the noises they make, and lots of other fun things. We will also make some fun zoo animal crafts. If you have any books about animals that you would like to share with the class feel free to send them in. Constance shared a fabulous book about Fiona the hippo from the Cincinnati Zoo with us. The kids loved it!



Don't forget there will be no school on Monday, September 7. We will be closed for Labor Day. Also you may want to mark your calendar for October 8 and 9. We will be closed for Parent/Teacher conferences. I will be posting a sign up for those soon.

I wanted to thank our MSOR Boosters. Every year they give our classroom a gift card for us to buy things that we need. Some years I use it for small things throughout the year but this year, I decided to use it all to buy a light table with various translucent blocks, sensory bottles, and color paddles. The kids have loved it! It's so wonderful to have your support!

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

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.

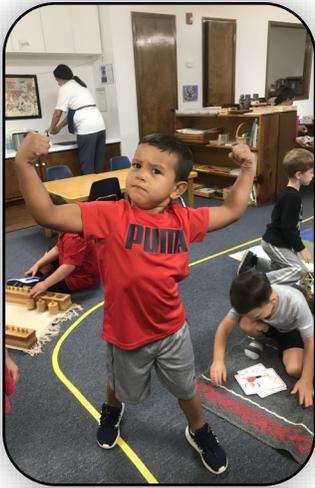


Developing the whole child- While traditional schools mainly focus on the development of cognitive abilities, a Montessori classroom focuses on developing a child's physical, emotional, cognitive, and social elements of the child.

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. Carolina



Happy September!

First of all, we want to thank you for all your patience and understanding while navigating all of the new situations placed upon us. As we agreed in the meeting, when we get back to our class we will be wearing masks, so please make sure your child brings a mask to school every day and have a replacement one to keep at school. And also, please make sure to send in at least two complete outfits for us to keep in their box.



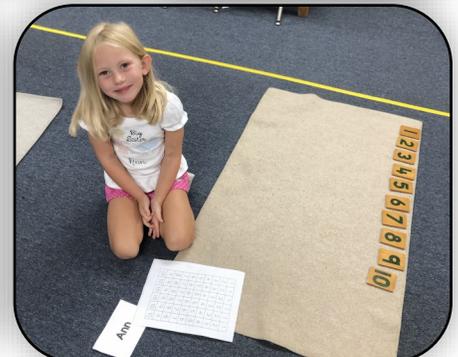
We are very appreciative of how carpool is working, it has made a huge difference in how children settle in the mornings and get ready to work. As a reminder, our morning drop off ends at **8:15**, if you will be late, please make sure to let us know and wait for us to meet your child at the gate.



Can you believe we've been at school for 30 days already? We will be sending 30-day notes on Tuesday. Children are normalizing and settling in beautifully.



“To stimulate life, leaving it free, however, to unfold itself—that is the first duty of the educator.”
— **Maria Montessori**



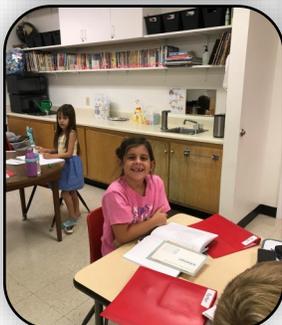
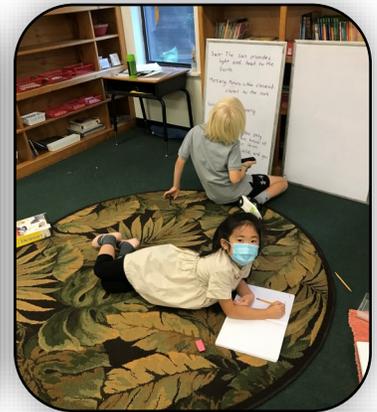
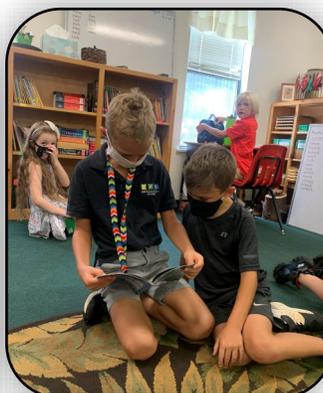
Elementary News from Ms. Maggie and Ms. Stefanie

“Let us treat them [children], therefore, with all the kindness which we would wish to help to develop in them.” -Dr. Montessori

This past month has been filled with opportunities and reminders to treat others with kindness and to always show grace and courtesy. In this “new normal” in which we all find ourselves, kindness is more important than ever. We have tried to emphasize this concept in the classroom. The students were given an opportunity to create a “kindness calendar” in which they filled in an act of kindness they could perform each day of the week. It was encouraging to hear all the thoughtful ideas students had which would bring a smile to someone’s face! We even carried out this concept on the playground during PE with a lesson on showing good sportsmanship to others! Please help encourage your child’s awareness of kindness in the world by bringing attention to acts of kindness you observe, whether inside your home or out when you’re going about your daily activities.

We have had a busy month with the Great Lessons being presented in the classroom and everyone adjusting to a lot of hand washing and social distancing! We enjoyed celebrating Dr. Montessori’s 150th birthday on August 31st by drawing our own portraits of her and watching a video about her life’s story. It is easy to see the students’ excitement about being back in the classroom together. They have all settled into the classroom routine very well. We are hoping that by being diligent about protecting ourselves and others from germs we will be able to enjoy a full school year together in the classroom. Thank you all so much for everything you are doing to support us in this endeavor! Please remember to replace face masks that have been sent home to be washed. Each student needs to have at least 2 face masks at school; one to wear when working with others and a replacement for any accidents that may happen to the other one.

This month we will continue giving new Math and Language lessons, cursive handwriting lessons, and lessons on reading a clock. Please note that we only allow watches with an analog face in the classroom to encourage students to tell time using an analog clock instead of digital. Afternoon cultural lessons will continue with learning about the different cloud formations and how volcanoes are formed. We will also be reviewing the continents and oceans. There are many exciting lessons ahead so be sure to ask your child to share what they have been working on! We will be sending home students’ planners at the end of every month so you’ll be more familiar with the type of work they’re doing in the classroom. We are sure your child will be happy to tell you about the different pieces of work shown on his/her planner. They are always so proud to accomplish their goals for the day! Thank you for partnering with us in giving your child the best education possible while keeping us all safe and healthy!



Elementary News from Ms. Dolores & Ms. Robin

We begin our school year with The Five Great Lessons, which are the foundation of Montessori's Cosmic Education. Many parents have questions about this part of the curriculum. Below is a wonderful description from The North American Montessori Center.

Since it has been ... necessary to give so much to the child, let us give him a vision of the whole universe. The universe is an imposing reality, and an answer to all questions.... All things are part of the universe, and are connected with each other to form one whole unity. The idea helps the mind of the child to become focused, to stop wandering in an aimless quest for knowledge. He is satisfied having found the universal centre of himself with all things.

- Maria Montessori, *To Educate the Human Potential*.



This, simply stated, is Montessori's statement and reason for her idea of Cosmic Education. Cosmic in this sense means comprehensive, holistic, and purposeful. "Cosmic Education" differs from traditional education as it goes far beyond just the acquisition of knowledge and developmental growth, to encompass the development of the whole person. Montessori believed that children who are given a Cosmic Education have a clearer understanding of the natural world and, thus, themselves. She believed that those children who receive a Cosmic Education in childhood are better prepared to enter adolescence as independent, confident, responsible, emotionally intelligent individuals, balanced in physical, intellectual and social achievements. They are also prepared to make responsible decisions and act on them in a responsible way; to recognize limits and give, ask for, and receive help, as needed.

To better understand the basis for Cosmic Education, it is necessary to understand Montessori's vision of human development.

She believed that the world was a highly ordered and purposeful place; that war and poverty, ignorance and injustice were deviations from that purpose. She believed that the way back to harmony and order was through children, as it was the children who were innocent of corruption and carried with them the imprint of normalcy.

Maria Montessori believed that there were two things necessary for raising peaceful human beings: an awareness of interdependence and the sense of gratitude that comes from that awareness. By providing a holistic, therefore Cosmic education, children receiving these lessons learn to be grateful to previous generations so that they may benefit from their knowledge. Children are also exposed, not just to humans, but all the elements and forces of nature, the plants, the animals (extant and extinct), the rocks, the oceans, the forests - even the molecules and atomic particles. These subtexts of gratitude echo constantly in the Montessori elementary classroom and children gain a sense of importance, purpose, and responsibility, which they carry into adulthood while seeking a joyful vocation.

Elementary News from Ms. Rebecca & Ms. Kaitlin

“**Help Me to Help Myself**”: Independence and the Montessori Philosophy by [Jennifer Shields](#)

Maria Montessori had an innovative perspective regarding education. She did not look at a set of skills or a body of knowledge. Instead she focused on the development of the whole person over the course of gaining maturity:

“Montessori saw education as a means whereby children might develop their personalities so as to eventually achieve a mature and independent adulthood.” (Maria Montessori, *Education for Human Development*)

Isn't that what each of us wants? For our child to become an adult who can make good decisions, who feels confident and knows herself? Who can both accept her reality and work to make the world a better place? The fundamental foundation for this independence is laid at the beginning of a child's life.

Maria Montessori noted that while animals are driven by instincts, bound by them to certain behaviors, human beings must create a self or personality as they mature. Through observation, she identified “guiding instincts” that incite the human to develop.

To help the child reach her full potential, we try to understand these inner drives and offer the best guidance and environment in which that foundation of the personality can be formed. Only the child can achieve self-construction. Adults have the responsibility to assist her. We study to understand the stages of growth and we prepare ourselves and the environment to foster her best development. Then we let go—it is the child who strives to be independent to grow and to learn. It is her process. While we may believe we are “helping” the child, in fact, any time the adult offers assistance or interrupts, she becomes an impediment to the child's growth.

Montessori observed children and found they had drastically different characteristics at different ages. From *birth to age three*, the child takes in her world while unconscious of the process. She is a sensorial learner; unable to use logic or reasoning to process these experiences. Her *absorbent mind* allows her to adapt to her environment. The Inuit child becomes an Inuit; the Taiwanese child a Taiwanese. The environment becomes her, in a sense. To help her develop to her greatest potential, we must allow this child access to her world. We can only indirectly influence this very young child. From ages *three to six years*, she is still absorbent and still forming that foundation of her personality, but becomes more conscious about choices. The adult can more directly affect this child and directly influence her development.

Initially, the infant bonds with her mother, then with her family. This healthy emotional attachment will allow her reach out into the world successfully.

Movement is a major acquisition during this phase. She needs freedom to move and a view of the environment. From lifting the head and neck to the sweet baby “push ups” to rolling over, grasping at objects, and eventually creeping and crawling—this progression of coordinated movements involves myelination of the baby's nervous system. These patterns of nerve firing are strengthened. From baby's perspective, she is urged from within to move and coordinate movement. By fostering an environment that allows a baby to move freely, with a movement mat, a floor bed instead of a crib, with comfortable clothing, and by avoiding having her in containers (including prolonged periods of time in a car-seat, bike trailer, swing, etc.), she can maximize her development.



Adolescent & Secondary News from Ms. Shemi



“We went to the beach in Florida for our bonding trip, and while we were there we discussed Stephen Covey’s book, *The 7 Habits of Highly Effective Teens*. Each age group presented a habit. I presented the habit about diversity and how it is okay to be different. Besides reading the book, we played on the beach everyday and some of us went biking, while the others went surfing.”



- Joshua, Adolescent Class

The bonding trip succeeded in bringing our cohort together, getting to know the new members of our community better, and enjoying the lovely environment.



We had a safe and happy time!



Announcements



Lilibeth



Lydia

Welcome Dimitri's baby sister Lydia Avery Ilyasova
and Laina's little sister Lilibeth to the world!

We invite you to connect with us on social media! We post regularly on Facebook and Instagram and just re-launched our 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.

Warm Wishes,
Ms. Melanie