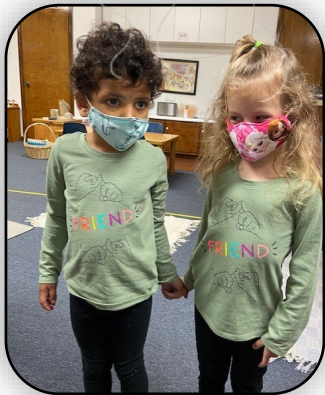


October 8, 2020

Volume 9 Issue 2

DOLPHIN TALES



Important Dates:

October 8th-9th
Parent Teacher
Conferences/NO
SCHOOL

October 13,14,15
Mark Law here to
take school pic-
tures

October 28th-29th
Historical Timeline

October 30
Halloween Parade
in classrooms for
students only

October Birthdays:

Bodie L.	10/1
Mack P.	10/3
Sniya P.	10/11
Sophie S.	10/13
Ellis A.	10/14
Elliott S.	10/17
Laina M.	10/19
Reagan A.	10/22
Yuvraj S.	10/23
Zoey W.	10/27
Ava W.	10/30
Ta'Oir F.	10/30
Isla O.	10/31





Toddler News from Ms. Ginny & Ms. Kayla

We had a blast learning about zoo animals! We are equally as excited to learn about all things nocturnal. We hope you enjoy the cute crafts we made that were sent home in library bags.

This month we will be discussing nocturnal animals and Halloween. If anyone would like to make a class donation of a pumpkin for carving and two small gourds for washing, the children would love it!

Our Halloween celebration will be on Friday, October 30th. The kids can come in costume but will need extra clothes to change. We will do a small classroom party to celebrate!



Toddler News from Ms. Shannon & Ms. Rachel

We will begin our study of the things that go bump in the night this month. We always enjoy learning about nocturnal animals in October. Bats, raccoons, and owls are perfect for the fall season.

We will also talk about Halloween. The children love learning about the life cycle of the pumpkin. We would love to have a few small pumpkins to scrub in practical life. We normally carve a large pumpkin closer to Halloween and roast the seeds. If you would like to donate a pumpkin, please let me know.

Our Halloween celebration will be on Friday, October 30th. The kids can come in costume but will need extra clothes to change. We will do a small party to celebrate. There will be a sign up closer to time. A few housekeeping notes:

- *Thank you for signing up for conferences. You guys are awesome! Remember no school Oct.8 and 9.
- *It's time to send in an extra set of fall clothing for cubbies. Don't forget to label it please.
- *School pictures are Oct. 13 and 14. I'll let you know which day ours will be as soon as I know.
- *Don't forget no warm-ups in lunches. If it needs to be warm, a thermos is a great option.



Primary News from Ms. Valerie & Ms. Christina

One of the core principles of a Montessori classroom is for the teachers to “**follow the child.**” Traditional schools are designed so that 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.

So how does a guide follow the child? We observe the children and see where they are developmentally, intellectually, emotionally, etc. We use these observations to make decisions as to what lessons the child is ready for. We also use our observations to find ways to entice the children to different areas of the classroom. We use three-period lessons as a tool to introduce the lesson to the child, then allow them to practice the work on their own. Lastly, we test to see if the mastery of the lesson has taken place. Our observations also allow us to better prepare the environment for the children.

When we observe, we take a moment to step back and learn about your child. We learn what interests them, their personality traits, what learning styles they have, their dislikes, etc. Your child is the best teacher, for they will reveal their interests to us. Children have a natural ability to “absorb” everything around them. Our goal as guides is to provide a rich learning environment for them to thrive in.

We are preparing the children to be independent thinkers, self-correct their own mistakes, and help them make their own choices. We also strive to protect their dignity, by respecting them as individuals and protecting their integrity.

If we follow the child, are they totally free to do whatever they want? There is often a misconception that a Montessori child has total freedom. Montessori classrooms are built upon liberation with limits. Children can choose work they have had a lesson on and must show us they can do the work nicely, respectfully, and purposefully.

“Free the child’s potential, and you will transform him into the world” - Maria Montessori

- Ms. Valerie and Ms. Christina



Primary News from Ms. Angie, Ms. Carolina, & Ms. Nikki

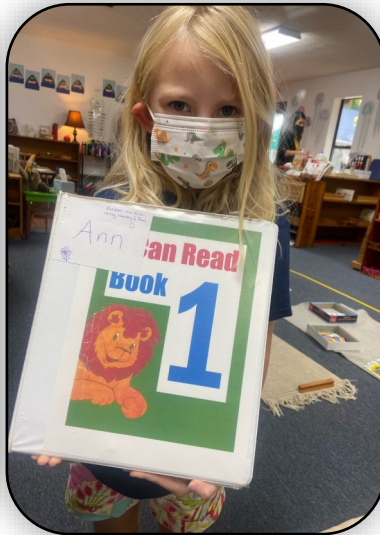
September has gone by so quickly, and we are now enjoying some cooler weather in October. We have so many things planned for the month! We have watched some of the leaves beginning to change color. We have also noticed that we have several different shapes of leaves on our playground. We enjoyed our studies of the ocean and marine life. We have also learned our seven continents, and we will not begin our studies of each continent. North America will be the first continent we study. We will also begin our studies of the temperate forest, the human body, the history of Halloween and Columbus Day.

We have several important dates coming up for October.

October 8: Zoom conferences. Please make sure that you have signed up.

October 8 and 9: enjoy the day with your family. No school.

Picture Days will be October 13 and 14. Mark Law will take photographs this year. We need to know if you want a sibling picture taken so that we can schedule it with the photographer on one of the two days.



Elementary News from Ms. Maggie and Ms. Stefanie

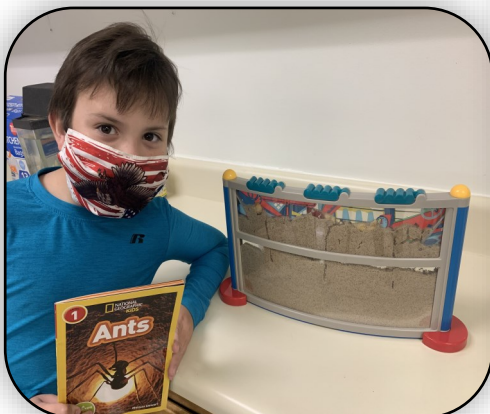
. *“The greatest sign of success for a teacher... is to be able to say, ‘The children are now working as if I did not exist.’”-Dr. Montessori*

This statement made by Dr. Montessori is the goal of every Montessori classroom. When students become familiar with a classroom and the materials on the shelves through the lessons they are given they will be capable of finding what they need to accomplish a given task and be able to use materials correctly. This enables students to complete their work without interference. Through this process a student’s confidence is increased and independence is encouraged. Confidence is the underlying reason for achieving independence in every lower elementary student. When a student develops confidence that he/she can complete a task independently then perseverance will follow and the student will not become easily discouraged if several attempts are required to achieve success at a given task. In the classroom, we are intentional about encouraging independence in students by asking questions which lead students to think logically for themselves and allowing them time to try on their own while giving reassurance that it is okay to “try, try again”. This guidance toward perseverance and independence can be encouraged at home by allowing your child to complete age-appropriate tasks at home even if the task, at first, seems difficult for your child. This can be anything from simply allowing them to dress and groom themselves for school in the morning (including tying their own shoes) to preparing their own lunches (making a sandwich is a good place to start) or even helping with dinner preparation and clean up. Children this age are also capable of making their own beds and putting toys and clothing away in their proper places. Montessori philosophy teaches a partnership referred to as a “triangle” between parent, school, and child. While a child is being guided into independence in the classroom, parents can partner with us by allowing for and encouraging independence in the home environment. The benefits your child receives from being given the time to accomplish tasks on his/her own will be worth the sacrifice of extra time even in our busy culture. Thank you for supporting us in our efforts to guide your child toward independence!

Historical Timeline will be here before you know it, so please be sure to pay attention to the due dates from the packet that was sent home. If your child is still in need of a book on their character please let us know as soon as possible. We will be practicing presentations in the classroom but as your child learns more about his/her chosen character please allow him/her to share his/her knowledge with you by asking questions about the character. Though we are disappointed we cannot visit the assisted living homes in the area to present our historical characters or give the parent presentations due to the pandemic, we are still looking forward to the classroom presentations which will be recorded so parents can enjoy them.

Our classroom has normalized well after such a long absence and it is wonderful to see students setting goals for themselves for each day and working hard to reach them. We continue to do everything we can to keep your child safe, healthy, and learning! Please continue to make sure your child has a clean mask to wear every day at school. It is needed for lessons and while working with other students. We are so happy to be able to be back in the classroom working with your children and hope to keep it that way for the remainder of the school year! Thank you for all you do to support your child’s educational journey!

Happy Fall!



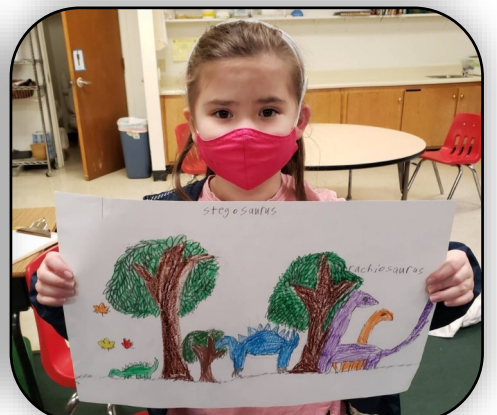
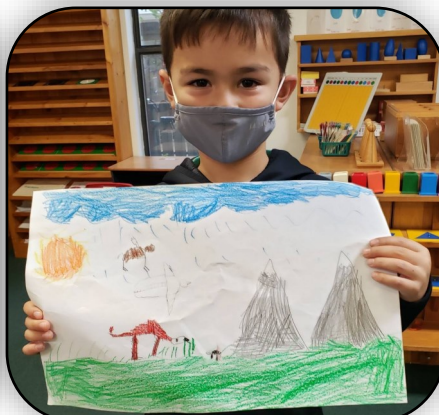
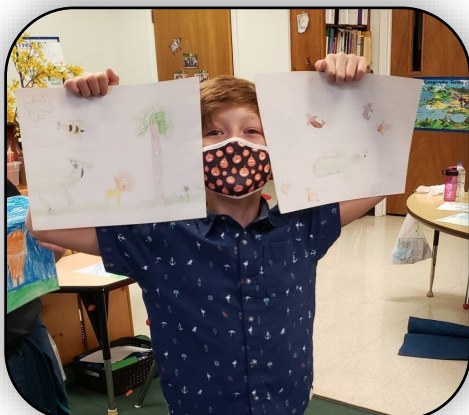
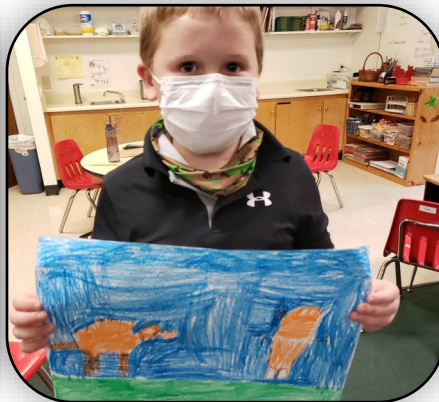
Elementary News from Ms. Dolores & Ms. Robin

At the end of the last great lesson, we planted the seed of human history, but we have yet to consider how our ancestors developed their communication skills. In *The History of Writing*, we uncover early cave paintings, and the study of the language and the written word flows forward from here. The students discover how the Egyptians, Greeks and Romans all contributed to the language we use today.

In the Montessori elementary classroom, a key focus of language skills is to research, understand and convey what is learned. By writing in their own journal and taking decisive action to record their findings, the children learn this first hand. Understanding how humans use pictorials and words to share their stories, then doing similar to share their own learning means children grasp the importance of communication skills.

From Association Montessori International

Use of written language and the study of words explodes during the lower elementary cycle. Students are working continuously to improve their reading, spelling, and writing skills. It is thrilling to watch them progress from slowly sounding out words, to understanding text, and then, finally, to reading aloud with confidence. One of the most important and often used classroom items in our class is the dictionary. On any given day, you will observe many open dictionaries on students' rugs. If a student has a word related question, our first response is "Check the dictionary." It is important that they all learn to use one with ease. When they start using them and become more proficient readers, they are often amazed at everything they find between the precious dictionary's covers. Unfortunately, some of our dictionaries are tattered and torn -not because they are old, but because they have been mishandled by little hands. We teach them to use two hands to remove books from shelves, to carry them carefully, and not to tug on a cover to lift a book. We are thankful for Ms. Carol, our librarian, who repairs our dictionaries when they are damaged. Please speak with your children at home about the proper care of books. We realize that many families today use computer screens and tablets. Please invest in a nice dictionary for your child to have as a resource at home if you don't have one. It is fun and challenging for them to use as they expand their use of the written word.



Elementary News from Ms. Rebecca & Ms. Kaitlin

Bringing Montessori Home

By: Staci Jensen



As a parent and a teacher in a Montessori Early Childhood classroom, I have noticed a glaring disparity between my 7-year-old daughter's behavior at home and at school. She does fine, independent work in her Montessori school environment, yet, when handed a broom after a mealtime at home, tearfully claims she does not know how to sweep. At school, skills are introduced from the simple to the complex, with new elements added gradually. Challenging new work still contains enough familiarity so that the child can succeed. For example, children in my classroom practice tasks such as dry pouring, sponge squeezing, wet pouring, tray wiping, filling and carrying vessels of water, and mopping, all in advance of easel painting. Prior experience creates comfort, confidence, and skill in the child; this structured approach helps each child to work to her fullest potential. In this pursuit of independence, a child's home and school environment can be each other's greatest asset. However, creating a Montessori classroom in my kitchen and living room is simply not practical, though the two environments can provide mutual support as philosophical extensions of the same principles. The gifts we can give our children are adequate time, an economy of age-appropriate and well-communicated expectations, and trust in their innate capabilities, which are the same principles that support Montessori's educational philosophy. Very young children are capable of independent work at home, though they must be provided enough time and space to "do it myself." For example, 3- and 4-year-olds can wipe and dust tables, fold towels, and sort silverware. Older children can clear dishes from the table, fold a wider variety of clothing, and wash windows. Tasks presented without time pressures inherent to modern life give children an opportunity to focus on the job at hand and use their available coordination to attack it. Children require little more than to be kept company while working. However, we parents must be less judgmental and more willing to accept less-than-perfect results as tasks are performed to the best of the child's abilities. Finally, our children deserve to experience the small struggles that often accompany skill acquisition. In my home, a high-pitched wail signals distress but not the genuine need for assistance. Despite my intellectual knowledge and training, I still suppress the urge to rush to my daughter's rescue at the first sign of frustration. We rob our children of valuable learning opportunities when we step in, and worse still, may reinforce their sense of helplessness. I vowed to try a different approach with my daughter, remembering a quote from *The Montessori Method*: "The child who does not do, does not know how to do" (Montessori, p. 109). I began by analyzing the sweeping task and removing any sense of time restriction; we swept instead of taking a bath that evening. I asked her to fetch a broom and was surprised to see her return instead with a small hand broom and dustpan. Apparently, these were the tools she had used in sweeping her own small area of her classroom. I had erroneously assumed that she knew how to use a regular broom to sweep a large area. After showing her how to use a child's upright broom for this task, I walked away to give her space to work, despite her protests that it was "too hard." Half an hour later, she finished the kitchen



Announcements



@MontessoriSchoolofRome



@Montessori_schoolofrome



@MontessoriRome

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.

Warm Wishes,

Melanie Haigwood

Director of Schools



Announcements



Parking Lot:

Please remember if the 5 spaces in the parking lot are full, you need to park along the fence or pull back around and park in the Upper El parking lot. Also, if you need to talk to Ms. Stefanie at drop off, please park and get out so that the traffic continues to move. We continue to receive complaints about the parking lot backing up too much.

Thank you so much for helping in this matter!



School Pictures

School pictures are coming up soon! They will be on October 13-14-15. Mark Law will be taking the school pictures this year.

