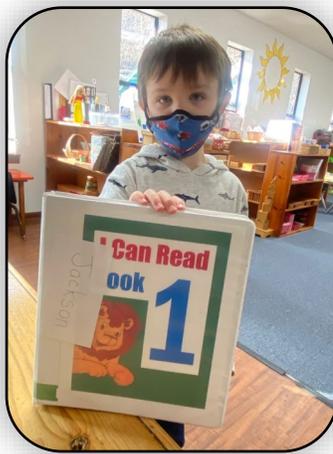


January 15, 2021

Volume 9 Issue 5

DOLPHIN TALES



January Birthdays:

Adeline S.	1/2
Jase P.	1/3
Zoey R.	1/7
Alexandra T.	1/7
Kennedy C.	1/8
Ronik P.	1/10
Anthony R.	1/16
Margaret O.	1/17
Joshua G.	1/18
Atticus T.	1/19
Vittoria R.	1/20
Peyton J.	1/24
Gabriella T.	1/26
Katie Holwell	1/30

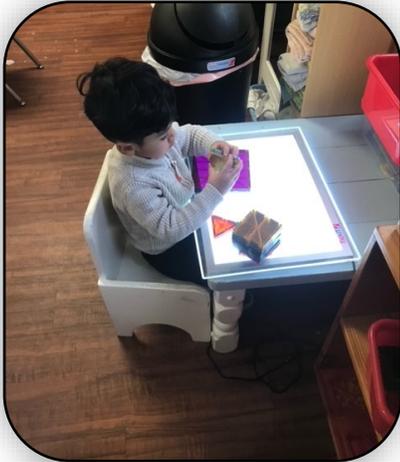


Important Dates:

**January 18: MLK Jr.
Day No School**



Toddler News from Ms. Ginny & Ms. Kayla



Welcome back! We hope everyone had a relaxing break! It was great seeing everyone back at school.

This month we are learning about arctic animals. We will start library books again next week. Please send in library bags on Mondays and new books will go home Tuesdays.

A few reminders we will be out Monday January 18 in observation of MLK day. Drop off is 8:15-8:30 and pick up is 2:15-2:30.

Toddler News from Ms. Shannon & Ms. Rachel



I hope you all had a wonderful break. The children are excited to be back. They have been busy working! This month we are learning about arctic animals. We will learn their names, what they eat, and where they live. We will also be talking about snow this month. Maybe Mother Nature will cooperate and send us some. This week we have been talking about penguins.

Please make sure to dress your child appropriately for the weather. We have recess at 9:30 AM this month. We are outside until 10:15 AM. We go outside if the weather is above freezing. Make sure to label all coats, jackets, mittens, and hats.



Primary News from Ms. Valerie & Ms. Christina

All About Math

Maria Montessori developed a carefully prepared environment that allowed the child to learn math concepts with the use of concrete materials. She called this “**materialized abstractions.**” The idea behind this concept is for the child to use concrete materials to gain concepts in a real and tangible manner. Maria Montessori wanted to incorporate a sensory experience for each child.

What do we mean by Concrete? The child can hold a material in their hands, for example, the child can feel that the number rods get longer in size as the number gets larger. Not only can the child feel the length of the rod, but they can also visually see that the rod is getting longer.

How do we prepare the child for the mathematical mind? Before we introduce math concepts, we encourage the children to explore the sensorial area of the classroom. The sensorial area of the classroom helps build the foundation for a mathematical mind. For example, the materials allow for a child to learn concepts such as comparing, contrasting, matching, sorting, grading, and sequencing, etc. All these concepts help develop a logical mind, which is applied in understanding mathematics.

What is the order in which we teach the math lessons?

First, we always follow the child. Each child has their own pace and ability to grasp concepts differently.

First, we start by learning quantity (counting 1-10), the name (recognizing numbers 1-10), and then associating the quantity with the symbol (written number). Next, we get into the decimal system and learn the concept of 1, 10, 100, and 1,000. Everything is very concrete. The child can feel the 1,000 cube and visually see that it is more than a unit, etc. We then begin to start operations (addition, multiplication, subtraction, division) using the decimal system materials (1-1,000). Simultaneously, we can begin linear counting with the chains, teen board, and ten board. When the child is starting to develop the process of thinking more abstractly, we begin to introduce the memorization of operations (addition, subtraction, multiplication, division). The final level of developing the mathematical mind is the ability for the child to think abstractly (symbolic thought). Dr. Maria Montessori observed that children around the age of 6 can start the passage of abstraction in mathematical concepts. This is when we introduce more abstract math lessons like word problems, fractions, etc.



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

Happy January!

2021 is here, and everyone is so excited to be back in school. We love routine, and we enjoy being together in the classroom. The children returned from the holidays ready for new lessons, and they also mastered lessons that were given in the past. We also have children that are beginning to read!

When the journey of reading and writing begins, a whole new exciting world is available. The children begin to build a strong foundation with both a love of reading and of learning.

An excellent article in this newsletter supports our beliefs about the importance of a foundation in the primary program. It is attached below.

Polar regions are being discussed in our class. We are learning about the animals, vegetation, shelter, and people that can handle the frigid weather. Polar bears and penguins have piqued our interest tremendously. We have also talked about birds. We have been sharing some experiments about the arctic, such as how blubber helps animals survive in the polar regions. Ms. Nikki made blubber (fat) at home and brought it for us to experiment with. We made ice water to achieve frigid cold weather and put our hand inside the blubber! We then submerged our hands in the water to see how blubber protects arctic animals from the cold! We have also done other crafts to go along with our studies.

We also had our lesson on Martin Luther King Jr, which opened up an excellent discussion about friendship. The children are kind to others and respect their peers. So, January has been a great month so far!

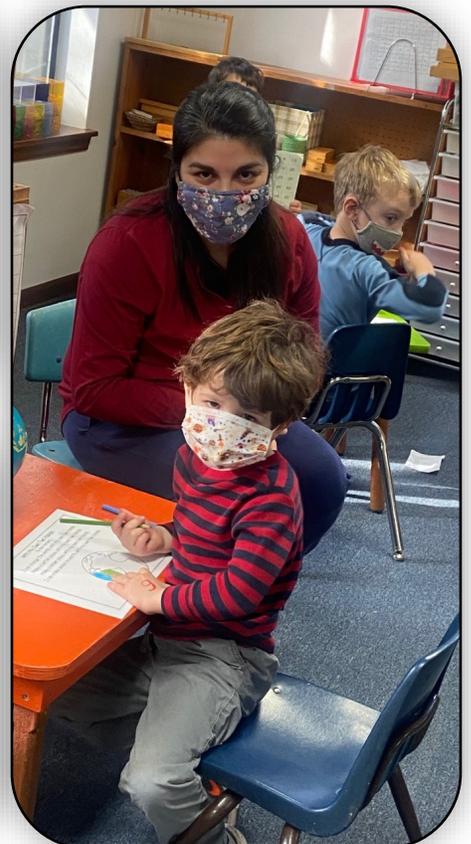
"Let us treat them (children), therefore, with all the kindness which we would wish to help to develop in them" ~ Maria Montessori.

February is our month to begin our studies for International Day. We will be studying Argentina. We will have a program in our classroom and post it in google classroom for you to enjoy. We are looking forward to a great year!

Angie, Nikki and Carolina.

This is a very informative and great article for our emerging readers!

<http://kids-collective.com/blog/reading-and-writing-with-montessori/>



Elementary News from Ms. Maggie and Ms. Stefanie

Happy 2021! We hope you all had some time to rest and enjoy peaceful moments with family over the holiday break. 2020 was a difficult year for everyone and we are eagerly anticipating brighter days ahead in this new year. I know we are all looking forward to a Spring semester of exploring, growing, and learning together in Lower EI. Thank you for continuing to do all you can to keep everyone in your household healthy and to help us protect one another by wearing masks properly and keeping them clean.

As we continue to go through the winter season, please encourage and remind your child to wear or bring proper outerwear to school. We make it a priority to spend time outdoors as long as it is not too wet or below freezing. However, students must have the necessary outerwear in order to go outside as we want to make sure they are protected and comfortable.

During the month of January, we will be working on our Zoology nomenclature, studying the external parts and body functions of animals. We will also begin to explore our chosen country of Uruguay for International Day next month. If you or your family members have any ties to or information on Uruguay that you would be willing to share with the class, please let us know. We would love to hear about it!

This month brings us a special day to remember the efforts of Martin Luther King, Jr. to bring peace and equality to our world. Maria Montessori also believed in peace and equality and pursued ways to bring these ideas to fruition through education. Dr. Montessori once said, "Peace is what every human being is craving for, and it can be brought about by humanity through the child." She believed the way to change the world and make it a better place was through educating children to understand themselves and the world around them. In her book titled *Education and Peace* she wrote, "An education capable of saving humanity is no small undertaking; it involves the spiritual development of man, the enhancement of his value as an individual, and the preparation of young people to understand the times in which they live." We strive to bring peace into our classroom environment by encouraging the use of our "peace table" whenever students are struggling to understand one another. Respect of other's ideas and feelings, even when they differ from our own, is a concept we often have the opportunity to practice. It is important that students grow to understand that not everyone sees the world in the same way as they see it. Thank you for giving us the opportunity to educate your children as they are becoming aware of who they are and how they fit into the world around them. This is both a joyful privilege and a solemn responsibility that we do not take lightly. "The child is both a hope and a promise for mankind." -Dr. Montessori

Ms. Maggie & Ms. Stefanie



Elementary News from Ms. Dolores & Ms. Robin

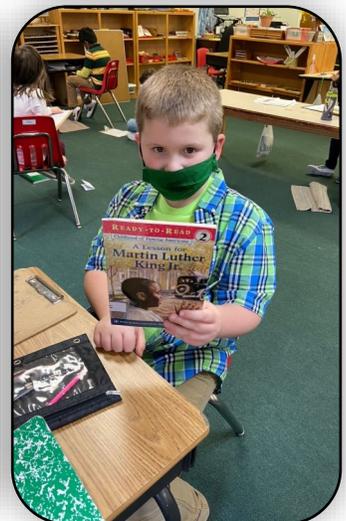
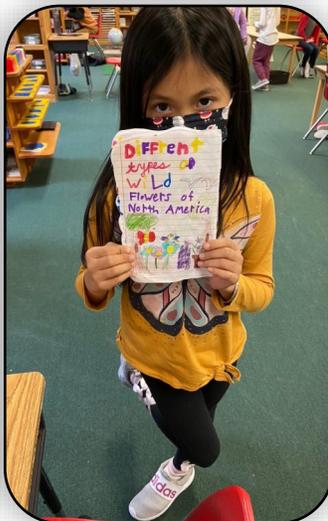
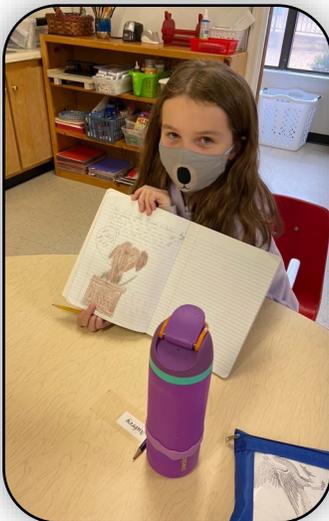
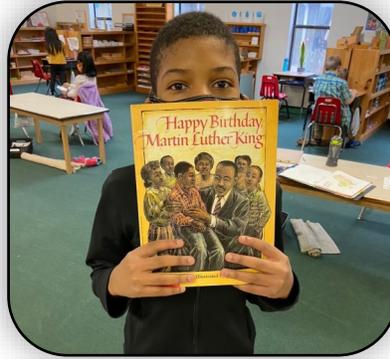
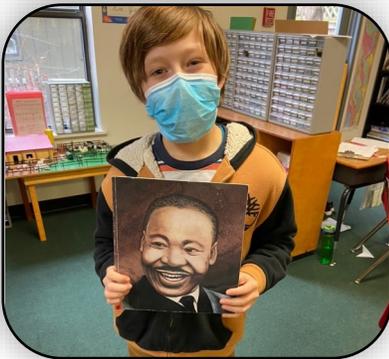
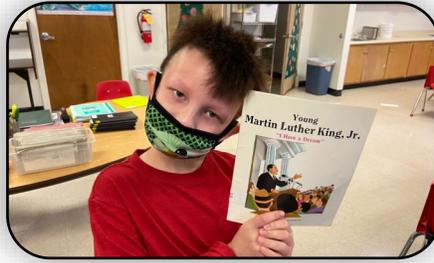
Peace Education in the Montessori Elementary Classroom

“Averting war is the work of politicians; establishing peace is the work of educators”. Maria Montessori

“Intelligence plus character – that is the true goal of education”. Martin Luther King Jr.

Peace education is a vital part of the Montessori curriculum. Montessori guides model peaceful, respectful behavior, and older students are role models for the younger children. Each classroom has a peace table, corner, or nook that is designated as a space for conflict resolution. Students go there together to resolve problems, and students may go alone to calm down and feel peaceful. At the peace table, students take turns speaking about how they feel while holding a peace flower. They stay there until they have listened to one another with respect and resolved their disagreement. This process helps children develop empathy and patience.

As we study the legacy of MLK Jr. this month, we are mindful that Maria Montessori also shared a vision that the education of children should be founded on equity and peace.



Elementary News from Ms. Rebecca & Ms. Kaitlin, & Ms. Rachel

Montessori Perspectives on Mindfulness -

Another term that goes along with Montessori's idea of normalization and the current idea of executive function is that of 'mindfulness'. *Psychology Today* states that "Mindfulness is a state of active, open attention on the present. When you are mindful, you observe your thoughts and feelings from a distance, without judging them good or bad. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience."

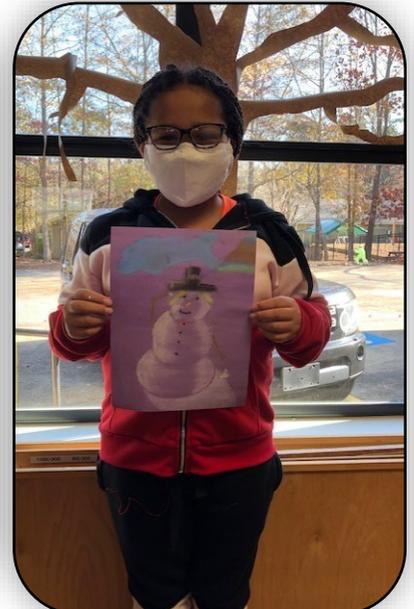
The Montessori method of education is consistent with the idea of mindfulness. The flow of the individual presentations requires the attention of the child and the adult to be focused on the immediate present. The built-in control of error in the Montessori materials and activities consistently bring the child's focus back to center. The three-hour Montessori work cycle supports the development of increased periods of focused concentration.

Being mindful requires the child to be fully aware sensorially. The Montessori sensorial lessons and activities serve to isolate each sense so that it might be fully explored and internalized by the child. The terms 'rough' and 'smooth' or 'sweet' and 'sour' take on different meaning in the Montessori environment as the child explores and makes fine distinctions in gradations of sensorial exercises. (Lillard)

Beyond the immediate preparation of executive function, Montessori education is preparing the child not just for school, but also for life. Exercises such as 'The Silence Game' and 'Walking on the Line' help the child to focus his thoughts inward and be aware of his body within the space of his environment. It helps the child become fully conscious of his surroundings. This consciousness of self and others develops into Montessori's lessons of Grace and Courtesy. Through modeling and proactive guidance, children become mindful of how their actions directly affect those around them. (Lillard) In fact, "Every exercise involving movement where mistakes can be corrected...is of great assistance to a child...Our children become agile by learning how to walk around various objects without bumping into them." (Montessori)

Walking on the line also teaches purposeful movement, not unlike the practice of Yoga or Tai Chi. In fact, many Montessori classrooms incorporate either yoga or Tai Chi into their daily routines. The simple movements of both practices incorporate the ideas of self-monitoring and planning. The focus is on the behavior of the individual and comparisons are only made to the movement towards a goal, not to the achievements of others. Through repetition of movement, improvement is made. These same statements about non-judgmental behavior and repetition can be said about the Montessori environment, exercises, and materials.

Those who are interested in incorporating mindfulness into their teaching practices would be well served by considering those practices found within the Montessori environment. (Lillard) Meaningful, conscious work that incorporates both mind and body with increased periods of profound concentration provide a child with a grounding that prepares him well beyond the classroom walls and sets him on his way to a purposeful and fulfilled life.



Announcements



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@MontessoriRome

We invite you to connect with us on social media! We post regularly on Facebook and 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