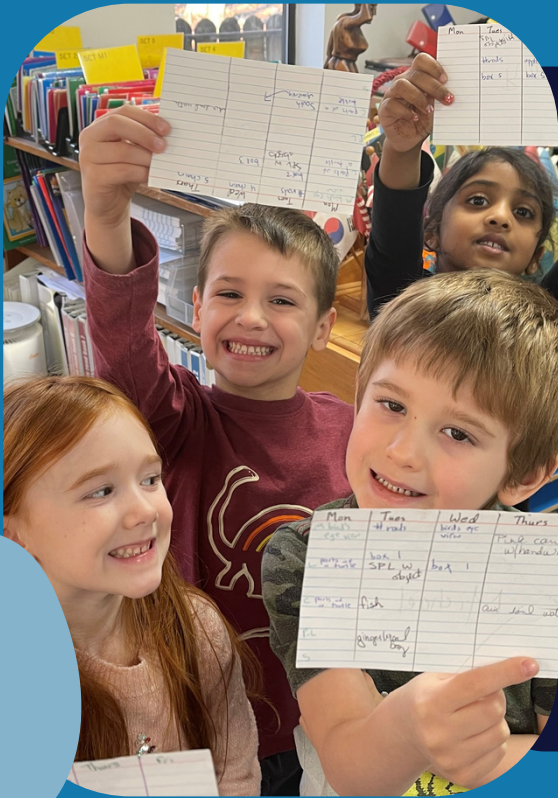


Dolphin Tales

January 5, 2023

Volume 11 Issue 5



January Birthdays

Jase P.	1/3	Margaret O.	1/17
Torben P.	1/3	Joshua G.	1/18
Eva L.	1/4	Lilith B.	1/19
Zoey R.	1/7	Vittoria R.	1/20
Alexandra T.	1/7	Peyton J.	1/24
Kennedy C.	1/8	Gabriella T.	1/26
Ashton K.	1/14	Katie H.	1/30
Anthony R.	1/16		

Important Dates

January 16th	MLK Jr. Day (No School)
February 23rd	International Day – Toddler & Primary
February 24th	International Day – Elementary
March 3rd	Parent/Teacher Conferences (School in Session)



Toddler News

Ms. Ginny's and Ms. Kelly's Class



★ Coming up...

We're so excited to learn all about arctic animals this month. We're introducing new work and the children are really enjoying it. This week, we've learned about polar bears—where they live, how they stay warm, and what they eat. The children love to sing to our winter songs. We're even learning arctic animal yoga poses (ask them about the Snowy Owl!)



Celebrate!

We will be celebrating Agata's birthday on Monday, January 9, with a pizza lunch and a treat. You will not need to send lunches on Monday, January 9, 2023.



Reminders:

Please remember our drop off time is 8:15am to 8:25am and our pick up time is 2:15pm to 2:25pm. Thank you!

Toddler News

Ms. Shannon's, Ms. Jessica's, and Ms. Kristin's Class



Coming up...★

Happy New Year! We are starting off the new year studying Arctic animals and all things winter. We had a great lesson today on ice. We read "Snowy Day" and talked about how Peter's snowball melted in the heat of his pocket. We held ice in our hands at line time to see if we could melt it. They loved it!

We love to incorporate our theme in all areas of our classroom. We used droppers in our Practical Life area to melt ice cubes with Arctic animals inside. We're continuing our winter theme in our Sensorial area with a snowflake matching work with a tiny snowflake you have to use a magnifying glass to identify. We have lots of cards with Arctic animals to match in our Language area. We have Arctic animals in our zoology area to play with. We have narwhal and fish counting in our Math area. We also have ice painting and snowman pin punching in our Art area. It's going to be a really fun month!



Thank You!

Ms. Jessica, Ms. Kristin, and I want to thank you all for thinking of us at Christmas! You were so generous! We really appreciate your thoughtfulness! Looking ahead in the month, we will be closed on Martin Luther King Day. I just wanted to give you a heads up so that you can make arrangements.



Primary News

Ms. Angie's, Ms. Karabeth's, and Ms. Rana's Class

Interesting Articles...★

Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study.

Quality preschool programs that develop the whole child through age-appropriate socioemotional and cognitive skill-building hold promise for significantly improving child outcomes. However, preschool programs tend to either be teacher-led and didactic, or else to lack academic content.

One preschool model that involves both child-directed, freely chosen activity and academic content is Montessori. ...

In addition to elevating overall performance on these measures, Montessori preschool also equalized outcomes among subgroups that typically have unequal outcomes.

First, the difference in academic achievement between lower income Montessori and higher income conventionally schooled children was smaller at each time point, and was not (statistically speaking) significantly different at the end of the study. Second, defying the typical finding that executive function predicts academic achievement, in Montessori classrooms children with lower executive function scored as well on academic achievement as those with higher executive function. This suggests that Montessori preschool has potential to elevate and equalize important outcomes, and a larger study of public Montessori preschools is warranted....

Read more here:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5670361/>

10 Benefits of a Montessori Preschool

1. Focus on Key Developmental Stages
2. Encourages Cooperative Play
3. Learning is Child-Centered
4. Children Naturally Learn Self-Discipline
5. Classroom Environment Teaches Order
6. Teachers Facilitate the Learning Experience
7. Learning Method Inspires Creativity
8. May be More Effective in Developing Certain Skills
9. System is Highly Individualized to Each Student
10. Curriculum Focused on Hands-On Learning

Read more here:

<https://www.education.com/magazine/article/10-benefits-montessori-preschool/>



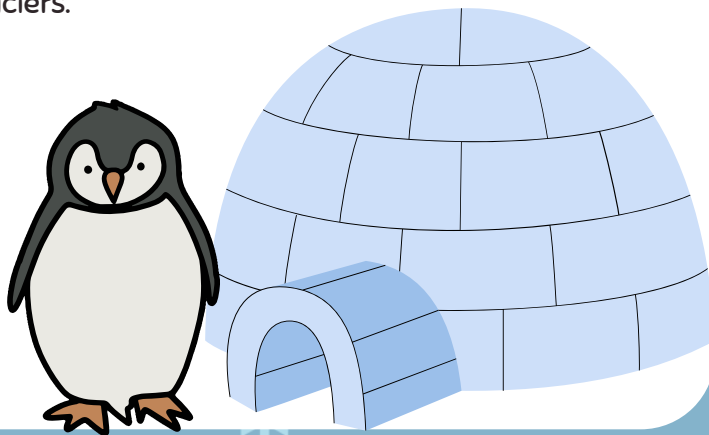
Primary News

Ms. Krystle's, Ms. Macy's, and Ms. Trudy's Class

Welcome Back! ★

I hope you all had a nice winter break and are able to enjoy some special family time with one another. We are happy to have you & the children back and excited to begin another great year. As we said goodbye to 2022, we will be starting this new year on kindness in the classroom, and how to feel other peoples buckets. We will be doing this by recognizing some grace and courtesy lessons (how to greet a friend, get someone's attention, and respect for others, respect for self, and respect for the environment).

Our artist of the month is Vincent Van Gogh, and his works in life; our important figure is: Martin Luther King and the importance of his efforts; our unit of inquiry is Antarctica—living & non—living, plant & animal sorting, animals, penguins, reindeer, and glaciers.



Important Reminders...

- All workbooks need to be brought in every Thursday—
 - 3rd years, please do three pages a night until you get to workbook four, and then we can slow down the pace.
- There will be no school on Monday, January 16th. Enjoy the long weekend!

Lower EI News

Ms. Robin's and Ms. Dolores's Class

Why Some Children Have Meltdowns After School (adapted from OT-ABC)

After school meltdowns are often a self-regulation issue. Self-regulation is the ability to understand and manage your behavior and your reactions to feelings and things happening around you- it's our ability to manage our stress levels. The school day is full of demands from having to sit for periods of time, following instructions and rules, making choices, processing sensory information, transitioning between tasks and lots more. This can be exhausting for a child.

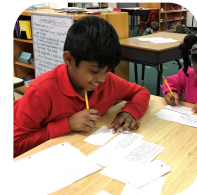
Children are expected to behave a certain way in their classroom community. In Montessori classrooms, children have lots of independence and make many choices throughout the day. They usually are free to move around in the classroom, choose their work, where they sit, who they work with, even when to eat their snack. They are learning to navigate social relationships and the focus in the community is to always use grace and courtesy. At school, children work hard all day to try to "hold it all together," and when they when they come home, they often feel tired- just like their parents coming home from work.

Even given much independence in our classroom, school can be a stressful place for a child's nervous system, especially a child who may be having difficulty processing sensory information. It may be noisy, there are a lot of people, bright lights, less opportunity for movement than they have at home, and lots of new things to learn which demand a lot of focus and deep concentration. When they return home they feel secure and are ready to share their strong emotions.



Parents can help children deal with after school meltdowns by:

- Keep conversations to a minimum. Don't ask multiple questions as soon as come through the door. Let your child lead the conversation.
- As you know, they are usually starving after school, so snacks are usually helpful.
- Allow for some free time for movement, relaxation, and hug time before rushing straight to the next task.



Lower EI News

Ms. Stefanie's Class



Maria Montessori was one of the first academics to link children's emotional development to their ability to learn at an optimal rate. To support the development of social skills, emotional intelligence, and academic wellbeing, Montessori designed the concept of a classroom community to support the development of these skills over time. But how is such a community built and maintained?

The importance of community has been an essential component of Montessori education since its earliest days. The ideas of grace and courtesy (eg. greeting a guest who enters the classroom), and care of the environment (eg. tidying up after lunch) have continued to be crucial to Montessori learning, now over 100 years since its inception. Despite community building being present in the Montessori environment, one could think that it directly contrasts with the flexible curriculum that is one of the defining features of the program. This refers to the method teachers employ of 'following the child', letting children work on the materials they choose, and at their own pace. However, this 'freedom within limits' contributes to the creation and preservation of community in two key ways.

Firstly, it empowers children to make their own decisions, to work at their own skill level, and to personally conquer challenges. This means that all children can participate, and contribute to the classroom, whilst working on different, self-chosen materials. Everyone can be accommodated at the same time, and children are not separated from their peers if they need special attention or are behind their peers in one particular area or another. Montessori is integrated and inclusive and is proved to benefit children from disadvantaged backgrounds by providing an open and welcoming community (Mills et al. 1975, Pickering 1992).

Secondly, Montessori education encourages sociability, with children able to explore, experiment and create with other children of different age groups thanks to the mixed-age classes. Maria Montessori herself describes a daily situation within the Montessori work cycle where a child must wait for another to finish on a specific Montessori material before they can use it. She notes that 'important social qualities derive from this. The child comes to see that [they] must respect the work of others, not because someone has said [they] must, but because this is a reality that [they will meet] in [their] daily experience.' This reality referring to the collaboration and communication needed in any community setting.

The Montessori classroom community is unique from any other early learning setting. Children are actively challenged to collaborate and contribute to class life, meaning every individual is important to the community. By being inclusive, Montessori classrooms are safe places where they belong and can grow, surrounded by peers and teachers whose goal is to help them thrive" (Montessori Academy, n.d.).

Montessori Academy. (n.d.). Montessori and classroom communities.

<https://montessoriacademy.com.au/montessori-and-classroom-communities/>



Thank you all for being a part of our classroom community! A special thank you to Ms. Rana, Ms. Lelia, Lauren Denney Wright, Beth Denney, Ashley Smith, and Alexis Wilson for stepping in to help when Ms. Robin & Ms. Dolores were out.

Upper EI News



★ Classroom update...

Happy New Year! We hope that everyone enjoyed their holiday break! Thank you for your help and participation during our holiday events at school. Our Eagle fundraiser raised a large amount of funds and our students are excited to donate soon! Our 6th years planted a red bud tree behind our classroom. Hopefully we will see some pink blooms in the spring.

Upcoming Events:

- Fire Safety- January 9th for 5th years
- January 16th- Martin Luther King Jr. Day-No school
- February 24th- International Day



New Year's resolutions inspired by Maria Montessori's philosophy:

- Eat dinner together as much as possible
- Volunteer as a family
- Unplug more: Have more conversations
- Listen more
- Invest in bedtime: Create a quiet space and connect with your child
- Smile more
- Make the moments count: Small moments matter!
- Creative time: Set a time to do something creative with your child every week
- Spend more time in nature
- Get the kids involved: When it comes to cleaning - help them take responsibility for their own space

