



Nightingale Notes

April 2024

May

- 1 Owls Medieval Fair (6:00-8:00 PM)
- 7 Owls to Loveland Castle
- 10 Chick and Eagle Visitor, Ms. Baker and Opera, her service dog.
- 13 Owls to Johnny Appleseed Museum
- 15 **All School Group Picture Day**
- 18 Graduation 12:00-2:00 PM
- 20-23 Wing Class Trip—Smoky Mountain National Park
- 23 Owls to United States Air Force Museum
- 24 **Last Day of School / End of Quarter 4**
- 27 **Memorial Day**
- 28-31 **Staff Days**

June

- 3-28 NM June Program 8:00 am—3:00 pm M-TH

July

Office Hours—Limited.

Please email all needs to

administration@nightingaleschool.org or Amy Smith at
asmith@nightingaleschool.org

Appointments will be scheduled as needed



Earth Day Activities by Falcons and Wings

The Falcon and Wing students each chose a topic to study and present for Earth Day. Each student found, made, and used a teaching tool to convey their research and share their learning with Chickadees, Eagles and Owls. Their endeavors were a tremendous success and enjoyed by all. Much was learned!

Falcon Projects

Ben—Water Pollution at Buck Creek—Identify Pollution

Aaron—Soil Erosion—Sand Castle Soil Erosion Demonstration

Noah C—Paper Production—Basketball Trash with Facts

Elliott—Vanilla and the Environmental Impact—Taste Test

Damarion —Oil Pollution—Oil and Water Demonstration

DaeSha —Invasive Species—Plants and Animals—Poster Presentation

Amontay —Corn—Native Foods—Blueberry Cornbread Muffins

Noah L—Industrial Revolution Affect on the Earth—Board Game

Morgan —Wetlands Using Cake and Cedar Bog experience. Balance Beam Boardwalk

Serenity—Native Foods—Matching Card Game

Ella —Pollinators—Monarch—Interaction Hopscotch

Lola —Water Pollution in the Ocean—Crossword

Jace—Sustainable Alligator Farms—Taste Test Survey

Ladainian—Ozone Layer—Word Search

Wyatt—Biodiesel—Model of Process

Blayke —Pollinators—Poster and Game

Brayden—Trash—Shared Facts while Serving Snack

Vivian —Animals vs Water—Jenga Metaphor for Ecosystems

William —Invasive Species—Word Search

Ronnie—Geodes—Cracking Geodes with Trivia Game

Wing Projects

Madison—Desertification—Crossword Puzzle

Aurelia—Pollinators—Artistic Poster

Keith—Recycling—Word Search

Joe—Water Pollution—Chess Adaptation

Sasha—Conservation and Restoration: Hawaiian



Forests—Volcano Showing Natural Deforestation

Audrey—Time for Restoration—Slideshow

Jasmine—Water Pollution—Definitions (Fill in the Blank)

Alex—Water Pollution Around Island Beaches—Interactive Model sifting out Pollution

Jazlyn—Deforestation—Word Search

Shay—Loss of the Polar Ice Caps on Polar Bears

Rae—Native Plants—Board Game

Dakota—Wetlands—Crossword

Aidan—Great Barrier Reef—Word Scramble

Jack—Hole in the Ozone—Word Search

Sincere—Nuclear Power and War—Word Search

Janiya—Native Flowers—Word Search

Anderson—Water Pollution—Word Search

Damirah—Coral Reef Threats—Painting Rocks—Building a Coral Reef

Aliya—Animal Extinction—Matching Game

Carl—Water Pollution—Crossword Puzzle

Robert—Invasive Plants and Their Effect on Soil—Wordsearch

Zane—Native Plants (Food Forest) - Card Game

Bo—Soil Health—Soil Assignment

Parker—Ocean Pollution—Word Search

Willie—Deforestation—Slideshow

Brandon—Native Plants—Word Search

Mayeli—Pollinators—Matching

Lilianna—Lost Wetlands—Word Search

Yahir—Pollinators—Game of Life as Different Pollinators







Eagle prep potatoes for lunch.



Eagle made Zucchini Zoodles



Skye is Ready to Prep



Whole wheat fruit bread



Whole grain homemade rolls by GG Culinary.



Wing Culinary teaching technique to Chicks.



Falcons prep meat to make Jerky.



Student made Naan bread



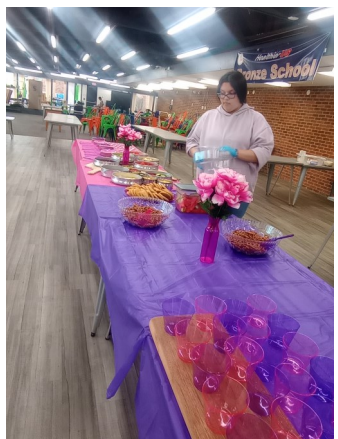
Reese, Brandon and Keith in Kitchen!



Falcons guide Chicks on ALL SCHOOL clean up.



Wing celebration



Mayeli prepares for a celebration.



Tulip sale

Gourmet Grub

Coping with Defiance: Birth to Three Years

(<https://www.zerotothree.org/resource/coping-with-defiance-birth-to-three-years>)

This is the period in your child's development when he or she begins to understand that they are separate from you and can exert some control over their world.

It is a toddler's job to be oppositional. This is the period in your child's development when she begins to understand that she is separate from you and can exert some control over her world. One powerful way she can do this is by defying you. You say, "Do this," yet she says, "No!" The drive to assert one's self is useful as it motivates your child to want to make things happen. Being able to do some things for herself builds her confidence. The key is to find ways to show your child how she can be in control and make her own choices in positive ways. It's important to keep in mind that some toddlers are simply, by nature, more likely to be oppositional than others. Children whose emotional reactions are big and intense, as well as children who are more cautious and timid, may be more oppositional than children who are temperamentally more easygoing and flexible. Why? Because these children tend to have a difficult time with changes, for example getting into the car seat, going to bed, or visiting a new place. Natural shifts in the day can also be stressful and result in a wide variety of protesting strategies from toddlers.

Consider Your Family - No two children or families are alike. Thinking about the following questions can help you adapt and apply the information below to your unique child and family. What does your child tend to be most oppositional about? What, if anything, do these things have in common? Why do you think these issues bring out your child's "oppositional" side? How can this understanding help you help your child cope better? How do you respond when your child is being defiant? What works? What doesn't? What can you learn from this?

What to Expect from 18 to 36 months - Starting at about 18 months, toddlers are beginning to understand that they are separate from others—that they have their own thoughts and feelings that may be different from other's thoughts and feelings. They understand and can follow through on simple directions, such as, "Go get the ball." Young toddlers are eager to make their mark on the world. One way they often show their independence is by defying their parents. You might say, "Time to get dressed for child care." Your toddler might respond, "No! I stay home!" This type of defiance is very typical for toddlers as they are so eager to have some control over their world and to make their own choices.

How to Respond to Defiance and Oppositional Behavior - Think Prevention - Anticipate the kinds of situations that lead to defiance from

your child and help him problem solve and cope in advance. This might mean letting your toddler know that you understand leaving the house to go to child care is difficult for him, and then offering him the choice of a book or toy to bring in the car to help him make the transition.

It can also be helpful to give children a warning before a transition needs to be made. You can use a kitchen timer so they can actually see and track the time. Making a poster of pictures that show the steps in your daily routines can be very useful as well. For example, pictures of tooth brushing, face washing, reading, and then bed show children what they can expect to happen next. For older toddlers, give some concrete cues about transitions, such as, "Three more times down the slide before it's time to go." It's very important to then follow through on your limit.

Respond with Empathy and Set Clear Limits - Validate your child's feelings. As parents, we often skip this step and go right to setting the limit. But acknowledging a child's feelings first is very important as it lets her know you understand where she's coming from, and that her feelings matter. (Keep in mind that it's not the child's feelings that are the problem, it's what the child does with her feelings that is often the challenge.)

For many children, it's this first step—empathy and validation—that helps them start to calm down. Labeling your toddler's feelings also helps her learn to be aware of her emotions and, eventually, to manage them. Keep language simple and direct: "I know you don't want to put your pajamas on. It's difficult to go from playtime to bedtime." When you skip this step, children often "pump up the volume" to show you—louder, harder, and stronger—just how upset they are. This is often when tantrums start.

After validating your child's feelings:

- **Set the limit.** "It is time for bed now. You need to sleep so your body can get some rest and grow big and strong." Use language your child understands. Keep it short and clear, but not threatening.
- **Offer a few choices (which are acceptable to you).** "Do you want to put your PJs on before or after we read books?" Or, "Do you want to put your PJs on or should daddy put them on for you?" You might also give a choice between two pairs of pajamas that he might want to wear. Giving choices offers children a chance to feel in control in positive ways. Giving choices can actually reduce defiance.
- **Use humor.** This is a great way to take some of the intensity out of the situation and throw a monkey wrench into a power struggle. You might try to pull your child's PJ bottoms over your head, or see if they fit onto her favorite stuffed animal.
- **Engage your child's imagination.** For a child refusing to go to bed: "Elmo is soooo tired. He wants to go to sleep and wants you to cuddle with him." Or, a child refusing to clean up: "Our favorite books want to go back on the shelf with their friends. Let's have a race to see how fast we can get them back up there."
- **Enforce the limit:** If none of the strategies above work, and your child is still digging in his heels, calmly and firmly

set the limit. “You can get into the car seat or I can put you in. You decide.” If your child resists, then (without anger) pick him up and strap him in. In a soothing tone of voice, you might say something like: “I know, you hate getting in the car seat. I understand.” Or, just start talking about something totally unrelated to the tantrum. “Wow, look at that big doggie coming down the street.” Or, “I wonder what you’ll have for snack today at school.”

- **Avoid giving in.** If you give in to tantrums, your child learns that if he pushes hard enough, he’ll get what he wants. This will also make it more difficult for you the next time you try to enforce a limit.

The key is to pay as little attention as possible to your toddler’s protests. Ignoring the behaviors you want to eliminate is the fastest way to be rid of them. (The only exception to this rule is if your child is being physically hurtful—hitting, slapping, punching, and so on—in which case you calmly but firmly stop the behavior and explain that he can feel mad but he cannot hit.)

Your Behavior: Are You Sending Mixed Messages? - Sometimes our own choices and behavior as parents can influence our children’s behaviors. Listed below are strategies to address two very common parenting dilemmas that often lead to tantrums or defiance with toddlers.

Avoid the “Okay?” pitfall. “Let’s go to bed now, okay? Time to get dressed, okay?” Although this is a very common way that adults communicate, it is confusing for young children. They take your question at face value and think they have a choice to say, “No, I really would rather not go to bed right now.” This can create unnecessary power struggles. Be sure to communicate what is and isn’t a choice very clearly. “It is time to put on pajamas and get ready for bed. Do you want to wear the green or the red PJs?”

Think in advance about the limit you are going to set so that you can avoid changing your mind mid-stream. For example, one mom insisted her 2-year-old wear a long-sleeve shirt on a winter day. Her child started to protest because she wanted to wear her favorite short-sleeve shirt that day. About 5 minutes into the tantrum the mother realized that this was an unnecessary battle. Her daughter would be wearing a coat outside, and the child care center was heated. But she naturally worried, at this point, that “giving in” and allowing her daughter to wear the short-sleeve shirt would set a bad example; that it would teach her daughter that throwing a tantrum gets her what she wants. The easiest way to avoid this dilemma is to take a few seconds to think first before you act: “Is this a limit I really need to set?” (This is also known as “choosing your battles.”)

When to Seek Help - If your child’s defiance is interfering in his daily functioning, then it is important to seek guidance from a child development professional. For example, if his behavior is negatively impacting his ability to make and enjoy friends, interfering with his exploration and learning, or negatively affecting his relationship with you, it’s time to seek help to get

back on track. Having an assessment done by an early childhood professional can provide very valuable insight into what might be at the root of your child’s defiant behavior and give you ideas about how you can help your child cope better.

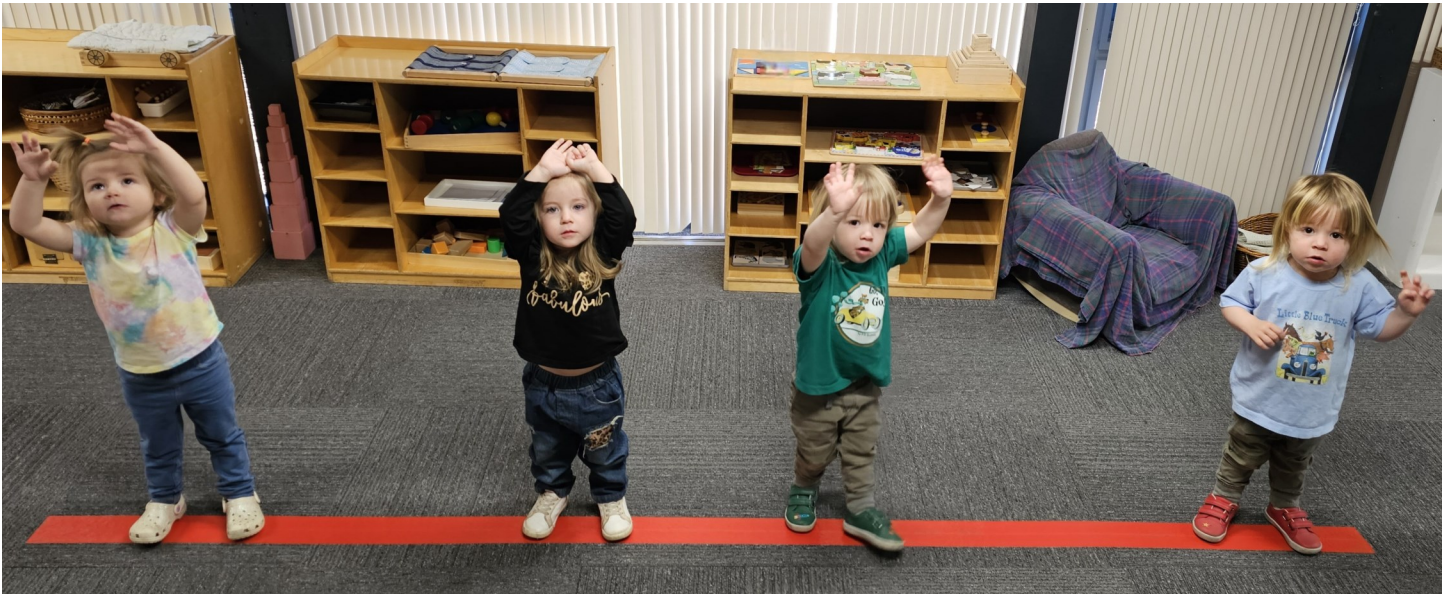
Garden Update: We’ve added three more garden beds to our classroom. We continue to nurture the garlic garden bed in our outdoor area, but now we have three more outside of our play area. We work together to plant herbs, vegetables, and flowers this year. Most of the 223 onion bulbs planted on 3/17/24 are bloomed. The Hummingbirds take great care watering these plants!



Birdwatching News: The birdfeeder has been filled twice this month and we’ve seen quite a few new birds as well! The new Hummingbird feeder has even been used. We’re still waiting to see our first Hummingbird, but we have hope!



GeVaya fills the birdfeeder with her Hummingbird friends.



Cienna, Lucy, Calvin, and Auggie imitate body movements with Ms. Kelly.



Cameron echoes each letter's sound while locating it on the alphabet mat.



Lucy slows herself to carefully place the two on top of its outline.



Cienna uses the strength in her fingers to string nine wooden rings onto a red ribbon.



Brayzen places the last piece of his shape puzzle.



Auggie displays his knowledge of animals while matching the kangaroo to its card.



Essa works on transferring tiny objects using a squeezing implement.



Aviel manipulates a fraction puzzle, placing the block down ever so carefully.



As the oldest, Jonah accepts responsibility for taking out the trash.

Parent Testimonial:

Since Penny started at NM in January, we've been so glad to see her curiosity and problem-solving grow.

When we were able to spend the morning with the **Chickadees** for Penny's birthday, the partnership between students and teachers was clear. The high level of respect that each teacher shows students, especially during correction, was so heartening. We are so glad we found NM and are looking forward to the many ways Penny will grow.

- Emma Helms-Steinmetz-

Learning About Braille

In the Chickadee reading class we celebrate the accomplishments of Louis Braille, who makes it possible for sightless people to read. We looked at classics children's books in braille, such as: The Very Hungry Caterpillar, Curious George, and The Snowy Day. They enjoyed attempting to learn the alphabet and being blindfolded to experience the tactile sensation of running their fingers across the pages, and also understanding of why there were no illustrations.

Ms. Debra Baker, a visually impaired person, accompanied by her service dog, Opera, will visit the students in May. Ms. Baker is a retired teacher in the Springfield public school system where she taught visually impaired children. She will share with the students about how she navigates the world.



Aubree and Cambria work on map making.



Mason works on his number roll.

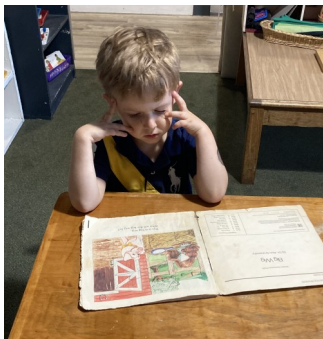


Eva makes a United States map.



Huck works a United States puzzle.

Chickadee News



Charlie



Zamirah works a US puzzle.



Mason and Aubree set up the decimal layout.



Jax matches complex shapes.



Jonah works with tangrams.

Eagle Reflections

We had so many exciting things that happened this year. As students reflect on days as an Eagle this year, many fond memories were shared.

Skye: My favorite thing this year was making new friends at the beginning of the year and my birthday because I got to answer questions and the whole class sang to me. I also enjoyed learning about the body, how it works and animals in science.

Lucinda: I enjoyed doing mad minutes, science, meeting, geography, crocheting and playing outside.

Naomi: My favorite thing about school was that my friends were here to help me with hard things.



Becca: My favorite things about school are my friends, playing soccer, and playing in the snow.

Zamiah: My favorite thing is playing with Zavy, seeing my teachers, and learning. I love school.

Zavy: My favorite part was playing soccer and doing math because I worked all the way through my math materials.

Morrison: My favorite thing was playing games with Micah.

Paxton: My favorite thing about school is playing outside and eating lunch.

Charlie: My favorite thing this year was playing soccer with my friends and playing really fun games.



Emarosa: My favorite thing about this school year was Wax Museum, making new friends and playing outside.

Tripp: My favorite thing about this school year was Wax Museum, state testing and Jared's group.

Tinsley: My favorite thing was Wax Museum and working very hard to finish it.

Willow V: My favorite thing was practicing plays for show and share on Thursdays, word searches, and math. I enjoy doing it and it's fun.

Tyson: My favorite thing is playing outside with my friends.

Hudson: My favorite thing is playing soccer and being outside.

Sterling: My favorite thing is being at school with my friends.

Bella S.: My favorite thing was seeing all of my friends and teachers everyday. I also love pizza day.

Bella M.: My favorite thing is seeing my friends and getting to see the Chicks (my former classmates) in carline.



Medieval Fair

The Owls have been working hard with their students to prepare their authentic role and representation of the Middle Ages and Medieval Times. They are in the final stages of preparation and will present to our school community and Owl families on May 1st.

Adaelynd Hall: Candle Maker/Seller
Ali Cherry-Kidd: Duchess
Amyah Johnson: Lady in waiting
Anna Madtes: Princess Benevolent
Annalyn Willson: Eggs and chicken seller
Astra Carson: Blacksmith/Knight
August Luckett-Maus: Priest
Austin King: King
Ava Crossley: Vegetable Seller
Corbin Hyatt: Kitchen Cook
Dashayla Fowler: Queen
Eli Weaver: Game master
Isabelle Cline: Weaving
Jackson Abujooma: Tea Seller
Ja'Miyah Chapman: Tax collector
Jaleeya Rice: Mother
Judah Spangler: Robin hood
Jude Westfall: Plague Doctor
Ka'Myiah Jordan: Entrance + Banquet Help
Keaton Vegan: Plague Doctor
Layla Walland: Peasant Farmer
Lilian Kovelski: Cloth Seller
Ma'Kaylen Dover: Peasant Farmer
Ma'Kenzie Dover: Entry + Banquet Help
Mia McGuire: Royal servant
Monica Bojhay: Royal Court
Nemariah Clark: Royal Court
Rhiddlee Steiner: Woodworker
River Blair: Jester
Sevynn Gibson: Soup Seller
Shannin Baker: Medicine Seller
Terriona Portman: Royalty Selfish
Za'Ryiah Jordan: Candle seller



State Testing at Montessori

Nightingale Montessori is an Ohio non-public chartered school. We are also a Montessori school. This means our students are getting the best of both worlds. Montessori education ensures individualized instruction, with smaller teacher to student ratios, and pedagogical practices that are based in solving real world problems with a focus on peace and restorative justice. The guidelines and standards from the State of Ohio help set a minimum bar for our staff and students that we take pride in vastly exceeding. We utilize the state resources that are allocated to us for materials, instruction and enrichment.

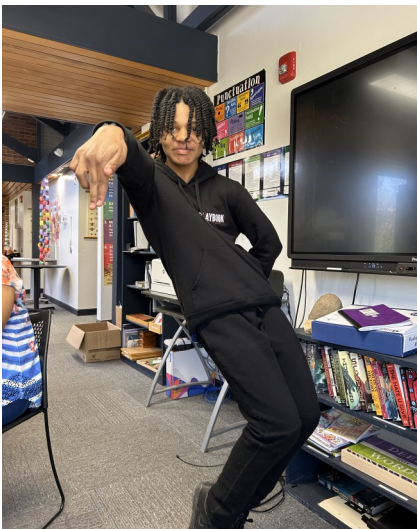
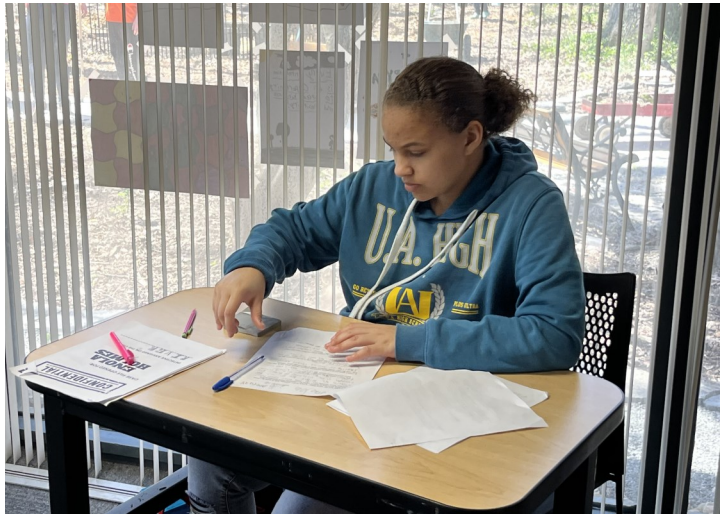
The State of Ohio also asks that we participate in normative testing that provides data about the effectiveness of various districts around the state. This kind of assessment has more to do with evaluating the school than it does about gauging the progress of individual students. Assessment is essential in Montessori but the goal is not to compare our school to others, compare students to each other or to rank students into a hierarchy. The goal of assessment in Montessori is for our educators to practice creative learning plans, observing and tracking student progress and directing students in constructive ways through a sequence of content and learning. As students grow older, assessments become more structured, allowing students to better display the variety of skills and knowledge they've internalized. Our curriculum is not geared toward any testing the students may encounter but instead focuses on the challenges adult life will present them. This includes test taking skills and strategies. The Falcons practice various study skills and testing scenarios so that when they are presented with a test they have the logic and reasoning to do their best.

Falcon News

April always challenges our students with state testing because the format is very different from the classroom environments that they are more accustomed to. We often work in collaboration with others. Students are not always working on the same exact problems or assignments at the same time. We have freedom to move around the room, stretch, and get materials to work through problems. Testing helps them practice other skills that are not always emphasized as much: total silence, complete independence, and total online questioning and answers. Though these are not daily focus, they are still important skills that have their place in the classroom and in the students' lives.

Falcon Acknowledgment

The **Falcon** class would like to acknowledge Aliya Cherry. Aliya is a Wing this year and has chosen Teaching Assistant as her Erdkinder assignment for session four. She spends time each day working with the Falcon teaching staff supporting goals such as grading, preparing lessons, and tutoring math. Aliya is one of seven Wings that are choosing service as part of their elective course. Their work is greatly appreciated and has allowed teachers to focus on direct instruction and critical observations. Thank you Aliya!



Writing lyrics to songs for poetry class.

Damarion celebrates completing a piece of English work by getting jiggy :)



The **Wing Erdkinder** has a variety of microbusiness adventures. They have a wood shop, native plant nursery, and community kitchen. We have had a variety of promotions this year highlighting the skills of the students and giving them the opportunity to practice real world business skills. They are continuing this practice in session four with various trips out into our community. During the month of May Nightingale students and staff will be set up at the **Champaign County Farmers Market** in Urbana, Ohio. This market opens earlier than most and gives the students time during the school year to practice their public speaking and sales pitches. The students will return to the **Springfield Farmers Market** starting June. This will be the third year Erdkinder with their microbusiness will have a presence at the market here in Springfield.



Wing News

