



Nightingale Notes

December 2018

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20-31 **NO SCHOOL—Winter Break**

January 2019

1 **NO SCHOOL—Winter Break**

2 Staff Day

3 Classes Resume (All)

14-18 Wing Explore Week

16 Science Fair

18 End of Quarter 2

21 **NO SCHOOL—MLK Jr. Day**

22-25 Falcon Explore Week

Some Eagle and Chickadees Inspired by the Nutcracker

Tchaikovsky's music once again entered the ears of some Eagles and Chickadees to transport them in the ballet The Nutcracker. Our journey to the Kuss Auditorium was inspiring in itself with its lofty balconies and projected images. Some students awaiting the performance were commendably perturbed by the loud talking of some of the others waiting in the audience.

They were mesmerized by the many lifts one strong dancer gave to several ballerina. The fight between the Mouse King and the Prince had everyone on edge. The dance of the Dragon was all too short. Afterward, they could not wait to try to execute the gymnastics of the jesters. Perhaps the most lasting memory for most was the reminder that all the magnificent drama was a marvelous dream.



NM Parent and Alumna, Kelly, helps run Holiday Gift Shop



Silas helps Jeremy shop



Falcons, Emma and Ethan help Eagles, Luke and Shannin shop



Devin and Evan making decisions!



Nightingale Montessori is now on Social Media! Like and follow us today and share the word to your friends!



Facebook.com/NightingaleMontessori



@NightingaleMontessori

CLOSINGS & DELAYS

Who thought we would have a closing in November? The possibility of a school delay or closing increases with cold weather. **NM will make the decision to close/delay by 7:00 am.**

We have students and staff that come from as far and wide as Clark County, Logan County, Champaign County, Greene County, Clinton County, Montgomery County, and Madison County. Our delay/closing decision will be based on our school location, Springfield City. **We will follow the Springfield City School closing announcement with the following exception: WE WILL DECIDE IF WE ARE DELAYED OR CLOSED BY 7:00 AM AND THIS DECISION WILL NOT CHANGE REGARDLESS OF A CHANGE MADE BY THE SPRINGFIELD CITY SCHOOL SYSTEM.** Often, the Springfield City School System will delay to gauge a later weather situation and then change to a closing. Many families find it very difficult to make an arrangement for a delay and then make another arrangement when the delay changes to a closing. If Springfield City delays and we feel the visibility, road conditions, dangerously low temperatures or ice conditions warrant concern, we will announce a closing. Otherwise, as Springfield City delays, we will delay and remain delayed even if Springfield City changes their status to a closing.

Families that travel to **NM** need to make their own decision as to the safety of the weather and road conditions. If your area is delayed/closed and you decide to remain home, please notify the office. The attendance will be excused due to inclement weather.

Our Rapid Fire email and Call One notification will be sent to all emails and cell phone numbers your family has on file in the office, followed by a notification to the following television stations for morning school announcements.

WHIO (Channel 7)
WKEF (Channel 22 and Channel 45)
WDTN (Channel 2)

This information will also be given to the radio stations **WONE (AM), 106.5 WDSJ, WIZE, B 94.5, WXEG, 103.9, Channel 99.9, WTUE, Mix 107.7, K99.1 FM, and 95.3 Eagle.**

MAKE SURE YOUR EMAIL and Cellphone Numbers ARE UPDATED AT THE NM OFFICE

Please send an email from the email address to which you would like this message sent to.

Raise Money Effortlessly When you Shop!

Go to smile.amazon.com

Create your own Smile Account and Search for your Charitable Organization - Find us! We are Nightingale Montessori Inc. Everytime you shop on Amazon - log into smile.amazon.com (all of your regular Amazon information automatically transfers) and your purchases will directly make a donation to us. Even after you have shopped on Amazon and you then remember, "oh, Smile.Amazon" you can sign into your smile.amazon.org account and your purchases will still be in the cart.

Enroll in Kroger Community Rewards and earn money for a local school every time you shop. It's easy and free to enroll! When you link your Shopper's Card, every purchase you make provides funds for schools in need. Plus, you'll earn fuel points at the same time.

Enroll in Kroger Community Rewards

- Sign in online to your Kroger Account.
- Go to the Savings and Rewards Tab
- Click on Kroger Community Rewards
- Find an Organization: Nightingale Montessori
- Choose us to help raise funds for our school!

Box Tops - Cut them out and send them in or get the Box Tops Bonus App and buy, scan and earn online!

Science Fair Judges Needed!

The **NM Science Fair** will be at school on **January 16, 2019 from 6:30 – 8:30 pm**. We hope to have 50 students presenting. In order to get all of the judging of projects completed in a reasonable time frame we need about 20 judges.

The projects are judged by a team (2) of judges. First time judges, never fear, there will be a judges' meeting before the fair (while the students are setting up their projects) and you can find out how to judge a project. All efforts are made to pair returning judges with new judges.

The fair will be closed to all parents and visitors during judging. Please drop off your student at 6:30 (they will not be able to enter earlier). Students that are accompanied by a Science Fair Judge will be allowed to enter at 6:15 so that our judges' meeting can start on time. You may then come back to view the projects and/or pick up your student at 8:30. If you have any questions, please contact the office.

6:30 drop off Student to set up project
6:45-8:30 Judging – all projects closed to parents and visitors
8:30-9:15 Projects viewed by guests

Volunteers can notify the NM office or email to Cristina at chipp@nightingaleschool.org or Jayne at jwoodward@nightingaleschool.org **Please consider this opportunity! We need volunteers!**

The Value of Silence in Schools - October 15, 2018

Intentional silence in the school day offers opportunities for deep reflection and learning. By [Dana Weeks](#)

“Somewhere we know that without silence words lose their meaning, that without listening speaking no longer heals, that without distance closeness cannot cure.” —**Henri Nouwen**

As an educator, I hope that students gain the confidence to express themselves and the strength to ask for help. At their age, students can sometimes struggle to find their voices and hear those of others.

How can educators help students stay focused when faced with constant distraction? How can we encourage students to be reflective and consider the words and thoughts of those who are different? Silence and contemplation play a critical and valuable role in educational settings.

While it is part of the Quaker faith of my school to encourage silent reflection, the practice can bring value to any educational setting. Silence offers a structure that encourages internal discipline, and as a result, greater capacity for free thinking. It is an essential element of a pedagogical practice that supports ideas of continual growth, possibility, and fundamental care of students.

SILENCE CAN OFFER DEEPER AND BROADER LEARNING

At our school, silence is often referred to as contemplative reflection, or a time to think about the meaning of lessons in the classroom or experiences beyond the school walls. While silent time is hard to fit into a busy day, it can help students become open to deeper and greater learning.

Offering opportunities for students to sit without distraction helps them absorb content and remember it, and think about additional questions. They can process the feelings and ideas expressed by their peers and consider the importance of other perspectives.

Think about history class. While there are endless historical topics to study, if there isn't time to reflect on what's being taught, a student likely will focus only on a grade achieved and not on the deeper meaning and value of the lesson. With time to think deeply, a student may consider how events from the past have shaped their life and community today, or how people felt during a period of turmoil or challenge.

STUDENTS CAN LEARN AT THEIR OWN SPEED

While in class, students must keep up with a particular pace by following a teacher, classmates, and curriculum, sometimes at a faster or slower speed than their own ideal rate. Homework, sports participation, testing, and even lunch break all have deadlines and time limits. Contemplative stretches of time offer students an opportunity to catch up or wind down and process at their own tempo.

At our school, we offer queries to both our students and faculty, followed by time for reflection and sharing. Questions can be big or small, and are often inspired by a student, a current event, or community dialogue. Students benefit from deep thought and genuine listening beyond their time in school, using

this practice to support future studies, work, or relationships.

SILENCE CAN ENCOURAGE DISCIPLINE AND FOCUS

Taking time to listen to one's own breath and the natural sounds of the classroom or environment can help students push aside chatter, become centered, and make space for thought. Reflecting instead of speaking when an idea comes to mind can encourage students to practice focus and self-control. Silence and contemplative reflection support this meditative practice of mindfulness in the school setting.

Silence can also give students the opportunity to develop careful and intentional communication—an important skill needed to support collaborative work and decision-making, and to encourage civil discourse.

Educators can end classes with time for students to think about the content and become centered for the next activity. Consider offering silent time when you notice that students are feeling particularly stressed or you notice high tension and frustration.

Younger students may be resistant to even short moments of silence, and teachers can encourage writing or drawing to accompany silent reflection until the next opportunity to try again. Building a community and culture comfortable with silent reflection takes regular practice, patience, and time.

In some educational settings, silence was used as punishment. Students who acted out were assigned to have lunch or break times in silence. The positive use of silence I'm describing in no way reflects outdated punitive models of restricting student voice.

SILENCE CAN BOND AND UNITE

In any relationship—at school, in the classroom, at home, or in the community—silence is an opportunity. Reflecting together can foster deeper understanding and, ultimately, greater unity. Silence also encourages careful and deliberate listening to the voices, opinions, and beliefs of others. Listening without anticipating and articulating an immediate response provides space for understanding ideas, perspectives, and experiences that may differ from one's own. In this way, deep listening and silent reflection can help eliminate fear, bridge perceived divisions between individuals, and serve to support conflict resolution.

THE POWER OF SILENCE FOR THE WHOLE COMMUNITY

“Silence is one of the greatest gifts we have,” said Fred Rogers. Silence was Mr. Rogers's delight, and he believed it to be a gift that is available to all of us. Adults and teachers can enjoy the benefits of silence on a daily basis as well—by being silent themselves and allowing students to lead discussions and direct conversations. In this way, teachers can listen deeply and carefully to the joys, fears, concerns, and cares of their students. Silence then becomes an essential tool for communication between teachers and students.

[A study](#) on the use and impact of silence concluded that abstaining from talking or intervening in the classroom could aid in the professional development of teachers and “provide fruitful basis for a deeper understanding of classroom practice.”

As we navigate these cacophonous times, it's wonderful to observe the power of great listeners who find and appreciate the meaning that exists in the silence between the words. Creating a space filled with silence rather than sound helps members of the educational community find their voices.

He goes by Ice, but Tanapat Treyanurak is known among his peers at Hamilton College for his disarming warmth. He grew up in a village in Thailand, where he lived with two older brothers, his mother and father, and his grandmother. Both parents worked long hours, so Ice spent considerable time with his grandmother, who encouraged him to be kind.

At the small international school he attended for 10 years, Ice heard the same message from teachers and coaches: Listen to others, be considerate, think beyond yourself. Ice remembers the unusual kindness of his middle school phys ed teacher, who made a special effort to include and encourage the athletically unskilled, and who never let bullies get away with casual cruelty.

Ice absorbed these lessons and has applied them throughout his life. At college in New York, he smiles at everyone, treats strangers he meets like future friends, and sets his own work aside to help others. “More often than not, it pays to smile at people and say ‘hi,’ and to help when I can,” Ice said. He has avoided campus cliques, remaining friendly with disconnected groups, and serves as a resident adviser in one of the student dorms. His conscious effort to be kind “started off as listening to my grandmother and my teachers growing up,” Ice said. “And the more I did it, the more rewarding it became.”

Treating others with kindness was at the center of Ice’s family and his school. But for many students in the U.S., the importance of being kind trails behind other cultural values. In a 2014 [Harvard study](#) of 10,000 middle and high school kids, 80 percent of the students said they value achievement and happiness over caring for others. While 96 percent of parents report that they want above all for their children to be caring, 81 percent of kids said they believe their parents value achievement and happiness more. A similar math holds for students and teachers: 62 percent of kids believe their teachers prize academic success above all. And this thinking affects student behavior: The very same kids who rank caring for others behind happiness and achievement, and who believe their parents want the same, scored low on an empathy scale. It matters that the young learn to be kind because a caring outlook is linked to positive life outcomes across multiple domains.

“It’s the basis of a democratic and ethical society,” said [Rick Weissbourd](#), author of *The Parents We Mean to Be*, who serves as Faculty Director of the Making Caring Common project at Harvard. *For free societies to function, citizens need to look beyond narrow self-interest and consider the public good. A singular focus on achievement undercuts the basis of a civil culture, which depends on cooperation and personal sacrifice for the betterment of all.*

Wharton psychology professor [Adam Grant](#), author of *Give and Take*: A Revolutionary Approach to Success, has made a career of showing how generosity at work leads to professional advancement. Contrary to the conventional notion that job wins require a kind of ruthless selfishness, especially in business, Grant has found that most who are generous with their ideas and time—and who have figured out how to collaborate and network—have better professional outcomes than their less charitable colleagues. Provided that the “givers” don’t lose sight of their own interests,

and so avoid becoming exploited, kind employees advance at higher rates than their self-centered peers.

Strong relationships, too, are grounded in kindness. Recent research on marriage reveals that regular acts of kindness and generosity fasten couples together. (Contempt, on the other hand, divides them.) Psychologists John and Julie Gottman, who study marital stability through the [Gottman Institute](#), found that particular types of kindness are especially valuable in a marriage: being charitable about the partner’s intention—i.e., not assuming the worst when things go wrong—and celebrating the spouse’s successes. The Gottmans report that this “active constructive responding,” as they call it, when partners react positively and enthusiastically about their mate’s success, is associated with high-quality, long-term relationships.

And kids learn more when kindness and tolerance run through a school culture. “The school community functions so much better when kids have strong social-emotional skills,” Weissbourd said. Having empathy, being able to consider another’s perspective, and managing one’s own emotions and actions, all of which are connected to kindness, are linked to [academic success](#). The converse is also true: schools with hostile cultures, where kids feel threatened and distracted, make learning more difficult. And students who lack trusting relationships with teachers are also at a learning disadvantage.

Research shows that social and emotional skills, including kindness, can be taught and learned, and that children benefit from the lessons. According to a [2011 review](#) of 213 programs designed to teach social and emotional skills in school to children of all ages, kids who took part in the initiatives improved their outlook and behavior toward others. They also had better academic performance and showed improved social-emotional awareness.

Some might ask if it makes sense to focus on teaching kids how to get along. Isn’t it important for them to learn how to assert themselves, to speak up for what they believe, regardless of others’ feelings? Alison Cashin, who works alongside Weissbourd at Making Caring Common, believes it’s possible to protest and demand change without resorting to nastiness. Advocacy work and kindness are not mutually exclusive. Indeed, social justice warriors would be wise to see their opponents through a lens of kindness and concern, Cashin said, “so we don’t lose the context of what we’re advocating for.”

For those who doubt whether it’s the business of schools to teach children how to be kind, Weissbourd has some questions of his own. “Why is achievement important? Why is happiness important?” He finds the question odd. Kindness, he said, is at the core of what it means to be human. “Being human is to care for other people,” he said. “Why should we teach anything?”

Opening the Garden Gate to Experiential Learning

Creating a healthier learning environment is a critical component of our mission to promote self-directed experiential learning, independent inquiry, and purpose-driven problem solving. Over the past fifteen years, our school gardens, our student kitchen experiences, and our community outreach programs, have emboldened children to take healthy eating habits into their own hands and learn the skills necessary for growing healthy communities.

Our goal has been to encourage students to be conscious of their place in the food chain and learn about the sustainable processes by which food can be grown, produced, sold and consumed. Garden Director **Jared Martin** and science teacher **Jayne Woodward** have worked with the culinary team headed by **Stephanie Woodward** to integrate four major hands-on opportunities to learn about food, agriculture, and nutrition: planting school gardens, preparing school lunch, taking school field trips, and reaching out to the community through the Summer Feeding Program in Springfield.

No sooner did we learn that we would be moving into the new premises at 2525 North Limestone, expeditions of pioneering parents, teachers, and students headed into the six acres to begin preparing the terrain for moving our prized school garden beds into spaces around the pods and in the sunny chinks of the woodland setting. The new multi-pod classroom spaces offer a watershed of possibilities as we strive to implement a model Edible Schoolyard and showcase the Farm to School experience to the wider community.

As construction proceeded this past summer, fifty yards of rich compost were donated by **Marvin Duren**, and a greenhouse frame was donated by an **anonymous donor**. Student teams worked tirelessly throughout the season to enhance the outdoor “classrooms” by landscaping an edible forest arborum with native plantings, wetland habitats, raised organic vegetable and pollinator gardens, and a winter greenhouse with culinary herbal beds. In this past decade we have become increasingly con-



vinced that hands-on environmental education and the study of sustainable life systems provides the keystone for connecting and integrating all components of the academic curriculum, helping to build the life skills our children will need as they face the challenges of this new century.

We encourage friends and family to consider sponsoring one of our 14 theme gardens, each of which demonstrates the biodynamic principles of permaculture design. These include a Kitchen Garden Learning Lab, Hugelkultur Berms, Keyhole Beds, a Peace Shade Garden, Native Orchard, an Enchanted Food Forest, a Kitchen Greens and Herb Garden, a Sensorial Eco-Therapy Space, an Ark Garden for saving endangered species, the Woodland Restoration Trails and Wetland Habitat.

~ Jeanne Nightingale



The Capital Campaign Committee met on December 11th. Our next meeting is January 8, 2019 at 5:15 in the Wing Pod. All are welcome!

Make Up Day for a Last Fall Farm Day

We are so glad we got to do this makeup day! The weather was great for December and the sun even came out for awhile. Everyone had a great time! We did chores and then we went to check out the creek. It was pretty low, but we decided to let the students decide if they felt able to get across to the bonfire site. They mostly wanted to, and Stephanie volunteered to give piggy back rides to those who were worried about getting wet. We went back to get stuff, lunches, picnic blankets, hot dogs, dry wood etc. Nick got the logs he had split the last time he was here.

We got a fire going pretty easily and it was quite comfortable. They were all hungry and ate from their lunches even though it was early. They enjoyed poking at the fire, explored around that side of the creek, climbed trees, etc until it's was ready to cook hotdogs, by which time most of them were ready for a second lunch. Then they enjoyed smores and played/explored some more. I'm so glad this particular group got to have the adventure of crossing the cold creek and having their bonfire farther from the house. It isn't really that far but it felt like it to them. At one point a plane flew over head and Keith said, "At least there's someone else here." Soon we will have a bridge and while it will make things much more convenient, it will spoil some of the adventure. Some of them were a little cold because they had wet feet, but that led to all sorts of interesting attempts at drying socks and shoes, trying to prop sticks to hold them over the fire, holding smoldering sticks above them, etc. Allie had the best idea of warming rocks in the fire to put in her shoes, but the ones they found were way too big.

We had used sleds and the wagon to bring things back down to the house when we were finished. The sleds floated nicely across the creek with a few lunch boxes. We made it back to the house, wet people changed, cold people warmed up by the inside fire, and then everyone played around the yard a while and rode the wagon down the hill. It was a very fun day.



Nicholas and Iris attempt to dry socks



Aydon gets ready for marshmallow roasting

Farm News



Allie and Iris seek to dry their boots

A Culinary Lab

Falcon and Owl Science Fair provides an opportunity for the kitchen to become a culinary lab. Falcon students **GeMiah Wilson** and **Sanaa Johnson** are using chemistry to investigate how various processes and ingredients affect the outcomes. **GeMiah** is varying the acid introduced into a cupcake recipe: cranberry juice, vinegar, or lemon juice. **Sanaa** is testing the baking technique used for cheesecake. She has researched three techniques: traditional, water bath, and the famous New York Cheesecake. These science students are controlling all of the variables within the recipe. Following the Scientific Method students work through the challenges and successes that all chefs experience. They are using practice life skills as well as critical thinking skills to progress through this process and develop amazing final projects.



Eleni gets ready to serve freshly squeezed OJ



Martin works the juicer

Gourmet Grub

We Only Get One Planet!

It's important to celebrate the wonderful planet on which we live everyday! We are sharing some ways students can be more environmentally friendly. If you try your best to abide by these goals throughout the entire school year, you'll be on your way to reducing your carbon footprint in no time!

1. Eliminate Waste From Lunches

When packing your lunch, limit the amount of waste you create by storing food and drinks in reusable containers and bottles. Swap those Ziploc bags for Tupperware, those disposable water bottles for reusable water bottles and those plastic bags for nylon lunch bags. In

general, try and pack foods without wrappers (these foods tend to be healthier anyways).

2. Reduce Paper Consumption

At NM there is a major trend towards using less paper in the classroom. We utilize scrap paper as much as possible and older students utilize technology to replace many paper use needs.

3. Swap Regular School Supplies for Eco-Friendly Ones

You would be shocked to discover some of the ingredients in standard school supplies, many of which are harmful to the environment. Luckily, due to increased environmental awareness numerous companies have come out with lines of eco-friendly school supplies with everything from crayons to staplers.

4. Bring Reusable Bags to the Grocery Store

Soon enough, stores aren't even going to carry plastic bags. But for now, save yourself the money and do something good for the environment by packing your groceries in reusable grocery bags.

Fostering Independence in Toddlers

“Help me help myself.” - **Maria Montessori**

Dr. Montessori understood that in order to be free, one needs to be independent. Fostering independence is an ongoing process in the **Hummingbirds**. One important way we encourage independence is by providing a prepared environment that includes: low shelving to allow the children to manipulate the work, low hung hooks to allow access to their coats and bags, stairs that provide access to the bathroom sink for independent handwashing, a child-size toilet, low chairs that the children can climb in and out of, child-size utensils, and a low sink in our kitchen area that provide practical life opportunities. All these items help foster new skills and minimize adult interference.

No doubt, you are noticing your toddler trying to complete tasks independently at home. There are some simple ways that you can foster this trait in your toddler. Allow extra time for self-care such as: brushing teeth, washing hands, or putting on socks and shoes. Resist the urge to jump in and do things for your toddler! Instead, watch how capable your child is when you allow him/her to complete a task. If you notice your child struggling with a task, offer a helpful suggestion instead of doing it for him/her. Instead of asking yes or no questions, offer two simple choices. Too many options will be overwhelming and frustrating. These are just a few tips on how to encourage this innate desire in your child.

I would like to thank all of the **Hummingbird** parents for trusting our staff with the decision to include the **Hummingbirds** in car line drop-off and pick-up this year! We asked this of the parents in order to foster independence in the children from the moment they arrive at school. It has been an amazing transition! Every day, your children walk in with a sense of pride. They place their items on their assigned hook, take off their shoes, and join their classmates. This is such a wonderful way to start their day!

Hummingbird News



Charlie (escorted by sisters Lucy and Vivian) waves goodbye at morning drop off



Hazel picks up the drum for a closer look.



Evelyn enjoys working during tummy time.



Nathan finds a different way to assemble the train puzzle.



Leilani sorts shapes by color.



Callie puts the small cylinder in the imbuca box.



Annie works with shapes.



Cooper uses tongs to transfer pom poms.



Leo works with the snap dressing frame.



Nezakiah groups images that are the same.



Emily works with the ball return.



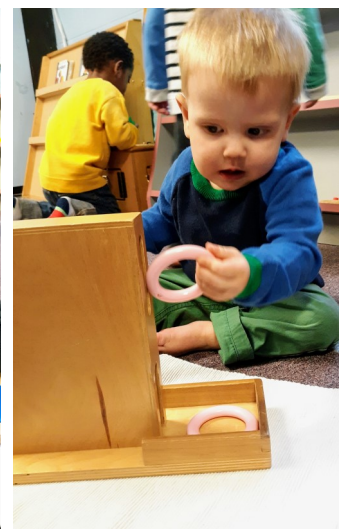
Skye washes dishes.



Alivia sorts and matches utensils.



Reznor works the 3 piece circle puzzle.



Paxton works with the ring return.

The Innate Trait: Maximum Effort- To Achieve Self Motivated Goals

The way learning occurs through the use of Maximum Effort.

- Effort is increased when self-motivation has resulted from the natural traits having been given an arena to develop.
- It is characteristic of an absorbing interest.
- It accompanies a desire to discover the distinguishing features of the idea in pursuit or a need to probe the essence of what has lured it to be a focus of concentration.

Parent as Teacher: encourage maximum effort- through self-motivated goals

- Encourage participation and joy in household tasks
- Allow your child to follow an interest
- Allow your child to exert effort at a task before helping them
- Model positive attitude about tasks to be completed



Brooks makes bubbles.



Braxtyn concentrates on a sphere puzzle.



Romeo and River categorize books.

Chickadee News



Marie transfers bells.



Lucy finds out what makes ten.



Devyn, Nemariah, and Lucy concentrate on counting squaring chains.

Gift of Service

The Eagles, as their gift of service, will be traveling to The Shawnee Place on December 19. They will render a participatory caroling with the residents. The Eagles are always amazed that the residents almost always want to sing two or three verses of their favorite carols. It has become a traditional walk to the downtown senior complex. They are preparing Greeting cards and a snack to share afterward. When they return, they will host the annual Christmas sing-along in their classroom for the rest of the school.

To allow your child the opportunity to be a host (a giver) please, let them stay until our usual 3:00 pick-up.

Tetrahedra, Hexahedra, Octahedra and Icosahedra

Many Eagles have been constructing a variety of geometric solids from recycled greeting cards. Tetrahedra, hexahedra, octahedra and icosahedra are fashioned from circumscribed equilateral triangles. The "tabs" are folded and glued together. For extra stability, the tabs are hole-punched and sewn with yarn. Many skills are involved in this effort, not the least of which is collaborating with a friend to help hold the many stubborn connections which need more than two hands to bring them all together.



Shannin



Wyatt



Weather Permitting

The Eagles will continue to enjoy the outdoors through the Winter holiday. It is important to send your child with items they will need to keep warm in cold weather. At times, students leave a very warm house and come to school and notice it's a little colder than their home. Your child may want to keep a sweater or jacket that can keep them warm. Outdoor coats are not permitted in the classroom for safety reasons. There are spare lost and found jacket and sweaters that your child can borrow, while in a pinch, but the majority of students feel most comfortable in clothes they bring from home.

Seeking Musical Talent

Do you know of someone who enjoys playing a musical instrument (of any age!)? We would like to invite them to come to the Eagles class and perform a few songs of their preference. Through the years, students have enjoyed an introduction to an instrument they have never even heard of, or ever heard played. We are looking ahead at our calendar and hoping to have a few people to fill open slots before the end of the school year. Recommendations and scheduling can be made by emailing one of the head teachers.



Be on the lookout for crocuses and daffodils in a few months, courtesy of the Eagles!

Gianna tries an extension to a physics experiment. Her experiment with a grape did not produce the same results as a boiled egg. After much pondering, many factors were considered. Many answers can be had even with seeming failure.

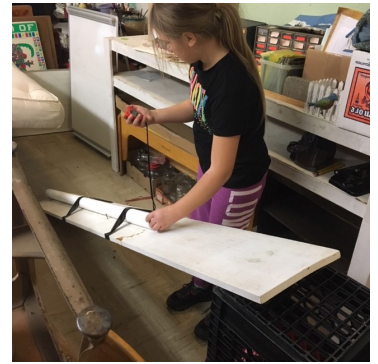
December Science With the Owls

Science Fair experiments are in full swing! Most of the class have completed their experiments and are compiling data to create graphs and charts. Spirits are high as the pieces are successfully completed and corrections are made. Science Fair presentations are shortly after we return from winter break so, many are making good use of time. We want to be sure we have plenty of time to complete boards and to practice our speeches as many times as possible. You can support your student and read and discuss their topics with them over break to work on gaining confidence and understanding. There are numerous online science videos for kids available as well. Each Owl should be able to tell you exactly what their main topic is. Just ask them what some of their key terms are, if they need help searching for helpful information.

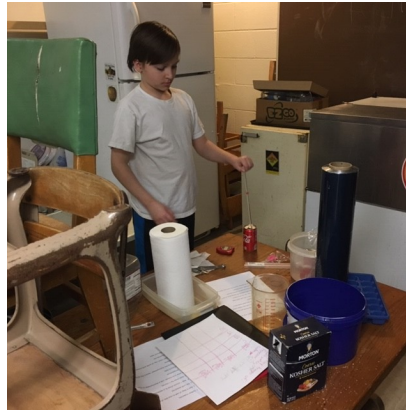
Science Fair isn't only about the experiments with melting, freezing, dropping, building, breaking, swabbing, and growing things in the lab. The Owls have also been learning about the importance of the Scientific Method. We are discussing how vital it is to be able to create reproducible results because this is how we obtain reliable information to build upon. We have been having discussions on the differences between factual information and bogus information as a way to guide us to be independent thinkers and responsible learners in a world full of varied and bias information. How are safe ways we can experiment and test our world in order to obtain information that is both useful and accurate?



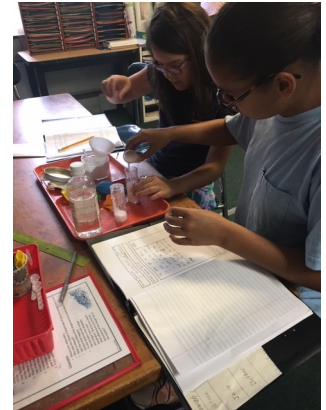
Sasha measuring the mass of different candles for Science fair



Alex measuring the speed of a ball at different inclines



Carlton measuring temperature changes for science fair



Iris and Savanah learning about gases



Zane collecting data for Science Fair



Damian Experiments on How Temperature Affects the Release of Carbon Gas From Soda Water



Owls work at Wittenberg to pack meals for the Lesotho Nutrition Initiative



Owls learn about music.



We watch in awe!



The Raptor Center Visits the Owl Classroom.



Roasting marshmallows on last fall farm day



The Owls

Falcon News

Engaging students is the key to education at any age. The environment that surrounds a child controls their attention and focus. Teachers are charged with instructing students and ensuring their learning, but in truth, students hold a lot of the power to their education. A teacher can prepare a beautiful lesson, bring interesting materials but if students have not engaged their minds toward learning, the preparations will bare little fruit.

Practical life skills and real world work are two ways NM works to open the minds of students. Our school has partnered with **Waste Management** in the **Great American Cleanup 2018**, joining with 1,280 volunteers, to give 1,850 hours of time to pick up 630 bags of litter, in 125 public areas. Working toward environmental goals allows our students to gain a telescopic understanding of issues and concepts, going from local to global and back again.

Community is a key value at NM and recently our middle school program explored Springfield and the hidden resources that can be found locally. Students toured **Woeber's Mustard** factory, a local producer that reaches markets world wide. Woeber's employees shared the process of using fresh ingredients, such as horseradish, to produce various sauces. Students were surprised how odd and organic horseradish, a stringent root vegetable, could be shaped and we discussed how our various senses affect our food choices.

We grow and plant native, edible trees, shrubs and perennials for urban restoration at various sites around town: **Second Harvest Food Bank, the Pennsylvania House, and the Victory Church on West Pleasant Street**. Students want to expand our ability to help but in order to do that we are asking for help from our community. Please visit our website www.NightingaleMontessori.org and click the **Donate** tab. We are very grateful for the resources provided to us from our various partners and families of our students and we wish to spread our message of renewal and education throughout the region.



Ethan tests for fats in snack foods

Safe Enough to Make a Mistake

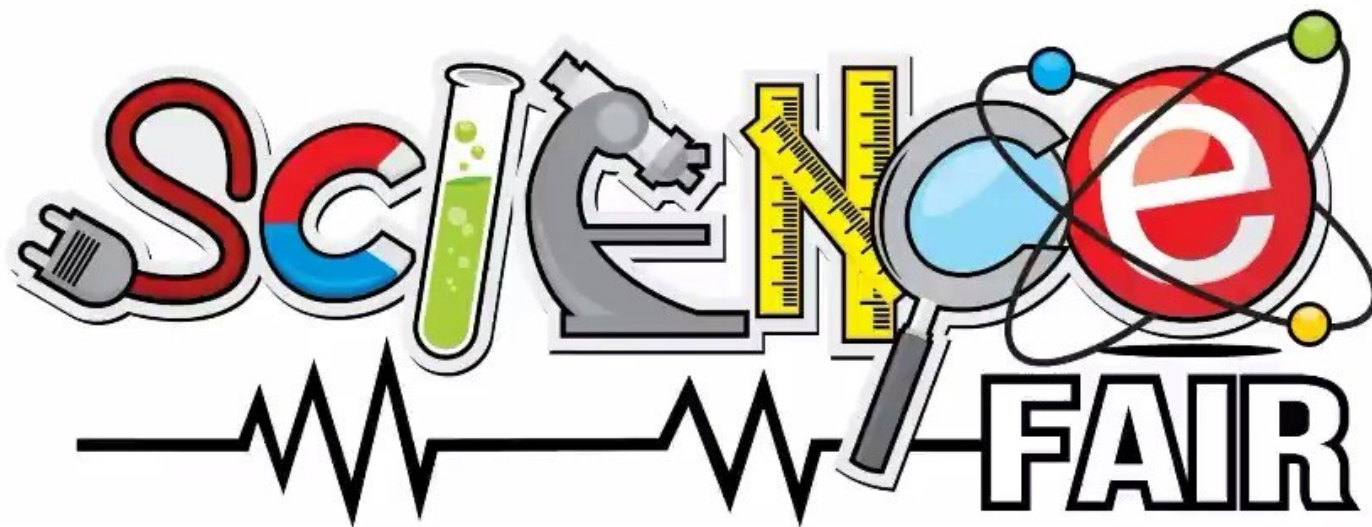
Will Wright was a Montessori student who went on to create a game that changed how kids play: **SimCity**. The game has open-ended play, where students design on undeveloped land. They create infrastructure such as roads and electric, as well as services like schools and government buildings. The game can be played with many goals including aesthetics or closeness to reality, but players experiences consequences for poor planning such as unhappy populations and natural disasters. Will Wright, the creator, compared his experience in Montessori to traditional education in an interview with **The New Yorker**.

“The problem with our education system is we’ve taken this kind of narrow, reductionist, Aristotelian approach to what learning is.... It’s not designed for experimenting with complex systems and navigating your way through them in an intuitive way, which is what games teach. It’s not really designed for failure, which is also something games teach. I mean, I think that failure is a better teacher than success. Trial and error, reverse-engineering stuff in your mind—all the ways that kids interact with games—that’s the kind of thinking schools should be teaching. And I would argue that as the world becomes more complex, and as outcomes become less about success or failure, games are better at preparing you. The education system is going to realize this sooner or later.”

The culture at **Nightingale** permits students to make mistakes and feel safe enough to know they can recover. Teachers provide numerous opportunities for revision and reflection. The assignments are open ended and invite students to extend past the expectation toward their personal interests. Constructive feedback is a tool for student introspection and personal growth.

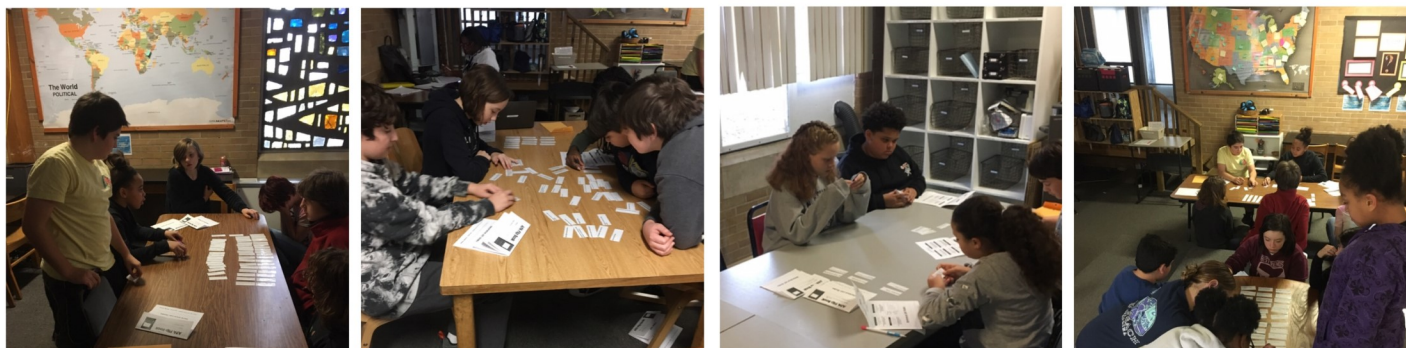
Judges Needed!

Science Fair is January 16th, 2019 at 1106 East High Street. Our Science Team is asking for volunteer judges to help provide constructive criticism to our young scientists. Science knowledge would be great, but is not at all required. We will provide you with a rubric and criteria that will enable you to make an unbiased and discerning report, providing feedback for student growth. Your participation will be greatly appreciated and we will provide judges with a quiet space to review observations and snacks to fuel you along the way. Please email chipp@nightingaleschool.org if you are available to judge.



Falcon Science Fair Projects

- Devin / Chemistry / Is the property of resistance to corrosion have a period trend in the periodic table?
- Jacob / Physics / Which shape boat will hold the greatest mass?
- Willie / Physics / Does the air pressure inside the basketball affect its bounce?
- Cole / Electromagnetics / How well do different materials conduct static electricity?
- Brandon / Pharmaceuticals / Is there a measurable difference between name brand and generic antacids?
- Kyle / Physics / Does the area of the parachute or the number effect the float time of various masses?
- Journie / Electromagnetics / Does static electricity have enough volts to damage electronics.?
- Dustin / Thermodynamics / Which coffee cup will keep your drink hot longer: paper, plastic, ceramic, metal or glass?
- Sanaa / Culinary Science / Does the baking technique affect the height and structure of a cheesecake?
- Carson / Aerodynamics / Which drone can carry the heaviest load?
- Adelyn / Physiology / Can biorhythms affect a person's mood?
- Dominic / Physics / Which adhesive is the strongest?
- Jaxson / Physics / Which voltaic battery will produce the most volts: lemon, lime, papaya or orange?
- Malaki / Physics / Does the design of a rocket affect the speed and height in flight?
- Ethan / Chemistry / Do the measured amounts of fat in a snack match the USDA labels?
- Josh / Physics / Does the color of the light affect the amount of energy produced from a solar panel?
- Serena / Biology / Does the soil medium affect the reproduction of worms?
- Sterling / Physics / Does the design of the car affect the speed it travels down a ramp?
- Briniya / Meteorology / Does the type of cloud affect the weather observed that day?
- GeMiah / Culinary Science / Will altering a recipe with various acids affect the height and structure of a cupcake?
- Sarah / Physics / Are LED lights actually more efficient than traditional light bulbs?



Falcons work on a group activity to help them cite resources when researching

Rocking Horse Center volunteers visit the Wings

Here is a summary of our recent guests' visit, by **Elijah Hester**:

Addiction is a disease no one can cure alone. Sarah Ridgeway from Rocking Horse Center in Springfield came to Nightingale Montessori to teach the students that and more. Sarah came to teach the students about addiction, what drugs do to the brain, where you can get help, and the insight of an ex-drug addict, Joe Weikart. Joe provided us an excellent description of his life, perspective, his personal advice and card. I personally would like to thank them for a down to earth, open minded, and inspiring presentation for such a delicate topic. The students learned a lot from this experience, and are grateful to the Rocking Horse Center, Sarah, and Joe for their informative visit. We want to say that we're grateful for teaching us how to be SAFE.

Other students were impacted by the moving testimony of Joe, a volunteer who is also a recovering addict. **Desirae Tyree** said, "I have to applaud one of the speakers, as he talked about his own experiences and let us know that it is harder than we think to get away from drugs. He had a lot of problems staying away, just like others, but he was lucky to get the help he needed."

Kiki Thompson also spoke about Joe's story, sharing that, "he finally got help when he got a little older, he went to talk to someone which is what they said to do if you're doing drugs too. Now he is working at the Rocking Horse Center and doing very well, helping other people just like him."

Wing Ecology

The 2525 location provides an amazing learning lab for ecology. In the early mornings the sounds of a great horned owl is heard. By meeting time each day a red bellied woodpecker visits and forages on trees on the edge of our newly installed bird watching trail. Many days as students are preparing to go home we spot a broad winged hawk perched on the large oak trees that border our north parking lot. Wow!



Nathan looks for paramecia during biology lab.



Kiki finds a paramecium feeding on yeast under the microscope.

Wing News



Aidan and Jahvon work on sanding