



# Nightingale Notes

September 2018

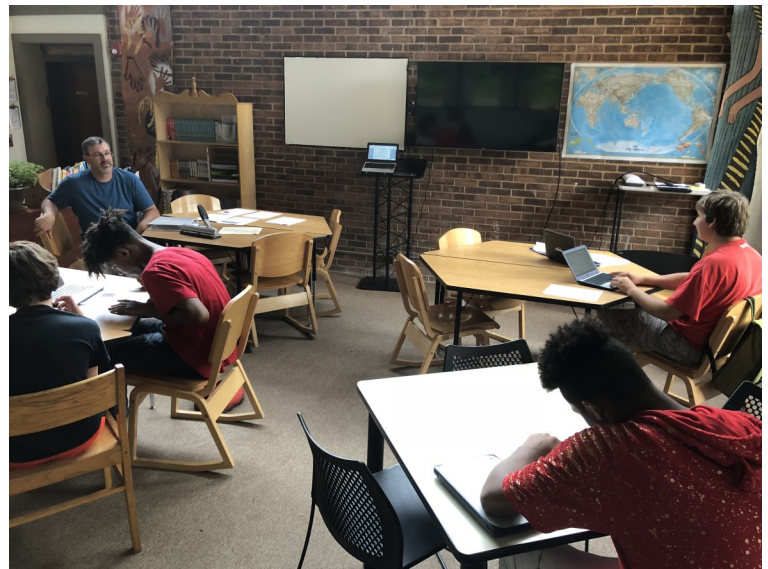
## October

- 3 **School Picture Day—Individual Portraits**
- 4 Owl Farm Day—Group A
- 8 **NO School—Waiver Day**
- 11 **Owl Farm Day—Group B**
- 14 **All School Picnic**
- 18 Owl Farm Day—Group A
- 22-26 3rd Grade State Testing
- 23 **Capital Campaign Meeting—All Invited**
- 25 Owl Farm Day—Group B
- 29-31 Wing Explore Week

## November

- 1 Owl Farm Day—Group A
- 1-2 Wing Explore Week
- 2 **End of Quarter 1**
- 5-9 Falcon Explore Week
- 8 Owl Farm Day—Group B
- 15 Owl Farm Day—Group A
- 21-23 **No School—Thanksgiving Break**
- 27 **Capital Campaign Meeting—All Invited**

The **Capital Campaign Committee** met in the newly renovated wing of our recently purchased building at 2525 N. Limestone. The HS classrooms reflect the peaceful learning spaces that model our aspiration for the rest of the school to follow in the future. To accomplish our dream of a beautiful natural setting for all of our children, you are been invited to join the campaign being coordinated by **Todd Kreeger** and chaired by **Leslie Leibold and Jeanne Nightingale**. Meetings will held the fourth Tuesday of the month at 5:15 in the HS rooms at the north end entrance. **Everyone’s participation is encouraged!**



Our Beautiful New Space!



**When:** Sunday, October 14, 2018

**Where:** CJ Brown Dam and Reservoir

Meadow View Picnic Shelter

**Time:** 1:00-4:00

2:30 Chickadees and Eagles share songs

3:00 Games Commence

**We will have school shirts at the picnic! You may borrow or buy!**

Please wear your Nightingale Montessori shirt or a shirt representing the color of your birth month.

White - December, January, February

Green - March, April, May

Blue - June, July, August

Yellow - September, October, November

### **The NM Family Games:**

**Chinny-Whinny**

**Ball and Spoon**

**Three-Legged Race**

**Piggy Back**

#### **How to Play the Games:**

Try to make it from your starting team banner, around the opposite banner of the same color and aback with the "game" obstacle. As soon as you run your lap sit down. The first team with all players sitting wins.

Students will have practiced at school and will be happy to teach you at the picnic!



### **Potluck**

This event is potluck, please bring the following to share based on the first letter of your last name:

A-G Dessert

H-N Side Dish

O-U Casserole/Main Dish

V-Z Fruit/Veggie or Salad Dish

**Please bring your own drink and picnic ware** (plates, silverware, cups and napkins) so that we may promote our collective value of leaving behind a small trash footprint! Also, **bring a blanket or some chairs** for your family.

There are 9 large picnic tables in the shelter, of which many will be used to set out the food.

**The picnic is weather permitting.** We will proceed if the forecast includes spotty or light rain. In the event of a downpour (100% rain) or thunderstorms, a *Call One* and an email will be issued to announce cancellation.





## Supporting Your Child's School

From AMS (American Montessori Society)



When you enroll your child in a Montessori school, you join a warm and welcoming community of teachers, students, and families. Being an active part of that community can bring many rewards: a voice in your child's education; greater contact with teachers and school administrators; and a window into the Montessori way, among others. There are many ways to support your child's school, even if you have little time to spare. Volunteers are an asset to any school. So are parents who stay informed and interested in the school community, as well as those who contribute financially. One of the best ways to support your child's school is to **learn about** the Montessori approach and **practice it at home**. Bridging how your child learns at school and at home benefits your child, your family, and the entire school community.

### Getting Involved

All vibrant school communities need extra hands on deck, though the particulars for pitching in may vary from school to school. Teachers may welcome parents into the classroom to help with activities or to share special skills. Parent committees run many school-wide functions, such as art shows, class picnics, and fund-raising events. If you can't volunteer on a regular basis, choose an event that works for you. If you're a working parent, ask about ways you can help from home.

Check with your school to see how you can get involved. You may be able to

share cultural or ethnic celebrations with your child's class;

help plan and supervise service projects;

help in the garden and greenhouse

help in the culinary program

join the parent fundraising group

... and much more!



### Staying Informed

Make it a point to know what's going on at your child's school. Read school newsletters, e-mails, and attend conferences and meetings. Ask your child about her day.

### Offering Financial Support

Many Montessori schools depend on contributions to pay for special programs such as tuition assistance and teacher enrichment, to undertake capital improvements, and to purchase items beyond the school's operating budget.

Public Montessori schools also hold fundraisers or accept donations to support field trips, cultural events, and other program enhancements.

You can help by working on fundraising events and contributing financially to support your child's school.

## Raise Money Effortlessly When you Shop!

Go to [smile.amazon.com](https://smile.amazon.com)

Create your own Smile Account and Search for your Charitable Organization - Find us! We are **Nightingale Montessori Inc.**

Every time you shop on Amazon - log into [smile.amazon.com](https://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](https://smile.amazon.org) account and your purchases will still be in the cart.

**amazon**smile



You shop. Amazon gives.

**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



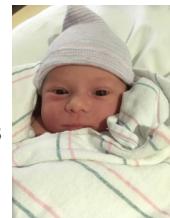
- Find an Organization: Nightingale Montessori
- Choose us to help raise funds for our school!

**Box Tops - Cut them Out and Send them In OR Get the Box Tops Bonus App and Buy, Scan and Earn online!**

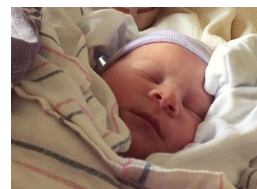


## New Additions

**Hummingbird teacher, Mandy Marous** and her husband, **Danny**, welcomed **Evelyn Grace Marous** on June 24 at 4:17 PM. She was 7 lbs 13 oz, 21 inches. Evelyn has joined the **Hummingbirds** and is our youngest student by (four days) at NM this year!



**Haley, Eagle teacher** and **Tyler** welcomed **Hazel Julia Moody** on June 20, 2018 at 3:24 AM. Hazel loves coming to school every day and being a part of the **Hummingbirds**. She loves smiling and talking with any student of the school.



### Dear Nightingale Montessori Families,

For those of you who are new to **Nightingale Montessori**, "Welcome to your new school!" If you are returning to NM, "Welcome back!" For those who do not know me, I am **Heather Hahn**, and I am excited to share some news with you about a new program I am a part of at NM. This is my 7th year at Nightingale but my first year in a new role as a mental health therapist serving NM students. This winter, I will graduate with a MA in Counseling and earn my credentials as a Licensed Professional Counselor. I look forward to sharing my new skill set with the whole **Nightingale community, from Hummingbirds to Wings!**

As part of the new school counseling program, I will be joining your student's large class meetings a couple times throughout the year to teach about topics that could include social skills, conflict resolution, stress management, healthy relationships, and study skills. Each class will be introduced to the topics appropriate to their developmental needs. I will meet regularly with many students in small groups as well, which will target more specific social-emotional goals identified by teachers. I also work with some students on an individual basis but these time slots are limited.

If you would like to know more about this new counseling program, or if you have specific mental health concerns or questions about your child which may impact their school success, please feel free to email me. I am working under the clinical supervision of **Dr. Huma Bashir, LPCC-S, LICDC-CS (and former Nightingale Parent)!** We are excited about this new program and all the possibilities that lie ahead.

**Heather Hahn**  
CT School-Based Mental Health Therapist  
[heatherhahn@nightingaleschool.org](mailto:heatherhahn@nightingaleschool.org)

All School News



### At the Farm

We start our day with our usual morning chores. Jeremy helped feed Bob, The Billy Goat, Nick fed the nanny goats, and Ally fed the chickens. Nick then carried the heavy water bucket almost all the way to the chicken coop by himself until friends appeared and helped him the rest of the way. They watched the animals a while, then we started the projects for the day which were apples and tomatoes. After describing both jobs to all Kylynn, Alyssa and Nick all said they could be very careful so they picked tomatoes between the rows while Ally and Lola worked on the outside rows. We filled three large bowls and then came in to start processing. Kylynn and Lola washed, Alyssa and Lola cut up big ones and cut out bad spots, Aydon joined us and he and Nick set up the Squeezeo. Some were really nervous about making mistakes. Hesitation caused one to choose not to pour tomatoes into the hopper because of the fear of dropping one. I told him I always drop a few and just rinse them off. He then took the chance, did it and didn't spill any! As the washing and cutting jobs got finished some people joined the apple team, who by then had filled five big buckets and were on the deck prepping apples for applesauce and pie. Other students took turns on the Squeezeo.

By 11:00 all were hungry so we left the tomato sauce and the apples to cook and took a lunch break. Afterwards, we toured the back part of the property for the new students and to remind others of the boundaries, and played in the creek. We didn't get to run the apples through the Squeezeo or can anything because it was pretty hot and we'd been working really hard so the creek seemed like a good idea. It was a new and not totally comfortable experience for some, but they did great, one even with a skinned knee. Watching them get braver was the highlight of my day!



Picking apples.



Working with the goats.

## Farm News



Enjoying the creek.



## Gourmet Grub Is Back in Business!

For families that are new to Nightingale, students of all ages are invited to participate in our Kitchen and Garden Programs daily. Students learn valuable life skills. We prepare food, participate in harvesting and incorporate our school grown produce. ion of school grown produce/herbs into our meals. Between our gardens at High Street and our beautiful greenhouse at our new campus, 2525 N Limestone Street, children are surrounded by an abundance of produce and beautiful settings. We have been busy collecting, sage, basil and garlic. We are learning a variety of preservation techniques so we can utilize our spices throughout the school year and have some to use through the winter months.



Kylnn preparing pumpkin bread.



Maddox and Ladainian work together to open a big can.



Maddox making spaghetti sauce.

Gourmet Grub



Tristan helps make muffins.



Damian works on making bread.



Carlton and Marie get milk.



## The Outdoor Experience

*"There must be a provision for the child to have contact with nature; to understand and appreciate the order, the harmony and the beauty in nature". -Maria Montessori*

Outdoor time is a very important experience for the **Hummingbirds**. They are able to discover the world through their senses. They hear birds chirping, smell fresh cut grass, watch an insect crawling on a log, and feel the sand between their fingers. These activities help the children to develop an awareness of their surroundings. Playing outside also contributes to their physical development and health as they practice and refine important gross motor skills like running, climbing, and jumping. A connection with the natural world of the outdoors is one of the central ideas of the Montessori philosophy.

For all of these reasons, we have been taking full advantage of the warm weather we are experiencing and having as much outdoor time as we can! As the weather continues to get cooler, we will still be utilizing outdoor education. Having good outdoor clothing is part of a prepared environment. Please make sure your child has weather appropriate clothing as the seasons change. Dressing in layers is always a good idea!



Leilani helps Paxton

## Help Us, Please Label!

Please label all your child's clothing and belongings with his/her name. The tag inside an item of clothing/jacket is an easy and convenient spot to do this. Many of the children wear similar sizes, and it can be difficult to know who an item belongs to. Belongings other than clothing can easily be labeled by writing the child's name on a strip of tape and attaching the tape to the item. Labeling all of your child's clothing and belongings will prevent any confusion of who the owner of that item is. The **Hummingbird** staff would like to thank the parents for their cooperation!



The Hummingbird Team: Mandy, Christina, Kayla and Sandra



Nathan

Hummingbird News





Skye



Marie



Cooper



Leo



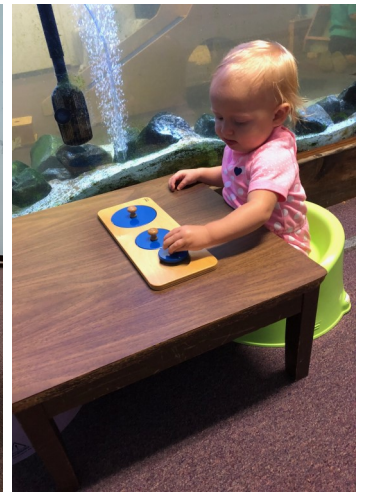
Callie



Annie



Nezakiah



Alivia



Charlie



Evelyn



Hazel



Reznor



## “September Experience”

The “September Experience” is coming to a close in the **Chickadee** classroom. This phrase encompasses the enormous job of teachers building relationships with children, children forming friendships with each other, as well as becoming aware of the ground rules for being part of a community. While all the innate traits weave together to form the whole child, two traits that seem to stand out during this time are, **Independence** in the classroom and the work of the **Absorbent Mind**, as children learn the ins and outs of coexisting with each other.

Outside we take advantage of the warm weather to work on community expectations of behavior that are true outside as well as in. Children gain confidence and pride in their personal judgment, and ability to reason, as they set goals for themselves, problem solve, and work closely supported by staff on conflict resolution skills. This self-confidence, will follow them inside where they will use the same skills towards the goals and challenges they are presented with or set for themselves in the indoor work space.

Independence in the classroom comes in two forms. First, children meet their personal needs of getting a drink, putting on shoes, or changing clothes as necessary etc. Next, they learn independence through community jobs. They can make a positive effect on their environment, they are valued members of the community. The second part of independence is freedom of choice in the classroom. Children who have absorbed the values of the classroom such as, respect for other children’s work, the ability to move carefully through the classroom and are able to complete a work cycle (choose a work, use it, return it to shelf in restored condition) find they have greater independence to make choices in the classroom.



The Chickadee Team:

Alexis, Heather, Krista, Nancy, Malinda and Katrina



Dashayla counts.



River analyzes a layer puzzle.



Nemariah practices.

Chickadee News



Sevynn and Jovie sort the laundry.



**Parent Corner:**

Please refill your child's extra clothes

Homework: Promoting Independence

Parent as teacher, help child to

- Put on own shoes
- Tie own shoes
- Change own clothes
- Clean up own spill
- Swing self on a swing



Duncan and Oliver teach climbing.



Mia concentrates on the cylinders.



Oliver creates a tower.



Marcel concentrating on work.



Romeo sharpens a pencil.



Devyn creates a sculpture.



Noah builds binomial cube blindfolded.



Kennedy sorts air, land, and water animals.



Athena pours milk.



Brooks focuses on the pink tower.





Eagle Team: Lisa Sheila, Haley, Martha and Chelsie

### Choosing Cloth over Paper

When **Arthur Scott** came up with the idea of the disposable paper towel back in 1932, not many people had the foresight to envision what a bane toss-away paper products would become. But here we are, nearly 80 years later — when paper accounts for one third of all municipal landfill waste, and the number of trees used in the paper industry is nothing short of staggering. So the big question: Is the continued use of disposable paper products sustainable? Is using dish towels better for the environment than using paper towels? Similarly, are cloth napkins greener than paper napkins? Some argue that the energy used to make and repeatedly wash a dish towel may exceed that used for the manufacture of a paper towel, and many argue the opposite. In the battle of paper towels and napkins versus cloth, here are the green, greener and greenest options

- **Not Green: Paper - virgin fiber, chlorine bleached**
- **Greenish: Paper - partially recycled, alternative bleaching**
- **Green: Paper - totally chlorine free, 100 percent Recycled**
- **Greener: Cloth - cotton**
- **Greenest: Cloth - recycled and/or hemp, linen or organic cotton**

*This story was written by [Melissa Breyer](#). It originally appeared on [Care2.com](#). At **Nightingale**, we are trying very hard to teach sustainability to students and their families. Our hand towels, rags and cloth napkins are repurposed cotton sheets and are washed in cold water with eco-friendly detergent.*



Eagle News

### For the Love of Reading

The school year has begun and it is off to a great start! One of the questions we are often asked is, “*what can I do with my child at home?*” In each newsletter, we will try to answer this famous question and provide some of the answers you most often seek! To answer it simply, you are already doing great things and we are so lucky you have entrusted your children with us! We take this privilege seriously.

Reading is just one important piece of our curriculum! We spend lots of time working on a variety of reading skills in the classroom, but you can always extend this learning at home! Here are some suggestions for some success.

- **Give your child the opportunity to go to their local library and choose books.** If going every day or a few times a week is too hectic for your schedule, consider going once a week! Your child can pick out a small bag full of books that can last the entire week.
- **Choose the right books for your child to read.** You don’t want your child to feel discouraged about going through a level that is way too high. Talk with your classroom teacher to know about the right level and types of books for your child to read at home.
- **Let them see you read!** The best encouragement for children to be interested in reading, is to see other people doing it all around them. If they know you treasure reading and do it often, it’s more likely they will follow this pattern.
- **Read every single day!** Literacy researchers estimate that a child should be reading at least fifteen to twenty minutes every single day! This is on top of reading they do at school.
- **Incorporate reading in your routine!** Literacy researchers recommend enjoying a book with your child right after school or close to bedtime. If it’s a predictable time, your child will always know when to count on it.
- **Enjoy books with your child on a regular basis.** Children love cozying on your lap or next to you, hearing a great story. Books have a way to spark conversation and can be one of the many ways you bond with your child.



Origami Work: Lily, Maddox, Olympia and Vivian



## Big Life Journal



This guided journal incorporates reading, expressive writing, and critical thinking while teaching Social and Emotional Learning and growth mindset skills. Growth mindset activities help children recognize their ability to learn and motivates them to harness the power of their own mind. It can help children learn to embrace **challenges**, to **persevere**, and how to **grow** from mistakes and failures. Through stories, kids will get inspired by failures and successes of people like Elon Musk, J.K. Rowling, Walt Disney, and others. Our guided children's journal is broken down into 26 weeks with each week covering a new theme or topic including:

- Make a Difference in the World
- Dream Big
- Follow Your Heart
- You Are Not What You Have
- Believe in Yourself
- Take Action
- Be Persistent
- Effort is Key
- Love Learning
- Be Mindful
- Be Grateful
- Failure is Learning
- Be Positive

The Big Life Journal lets children learn at their own pace in an exciting and organized way. With colorful illustrations, plenty of space to draw and write, and guided questions to help students discover **important life lessons**, this journal guides students in their learning. The beautiful guided journal for children has a **hardcover** for durability and is made of over 200 pages of high-quality paper, making it a great keepsake for your children as they grow older.

# Owl News

## Garden Club

We have learned a lot working in the garden at the new building. We have done some insect and plant identification by looking for signs of life while we pull weeds from the potted trees.

We work as a team removing invasive species and to make room for an apple tree we planted. We also began helping to clear a trail for walking in the front woods which already feels like a peaceful haven.



Team work to removing invasive vines.



Alex, Damirah, and Lola investigating the soil.



## Owl Science in September

We began the year going over the safety agreement and learning about the laboratory equipment. Each Owl member agreed and signed his/her name as a commitment to following all safety protocols including keeping the hair tied back, protecting the eyes, skin, and clothes and the proper way to handle glassware and heating sources.

We identified laboratory equipment using Montessori Nomenclature Materials by matching the name and definition with each of the items.

As we moved through the lessons and labs we began with measurements. Using a triple beam balance and gram weights we practiced measuring different masses and in our Volume Lab we used a variety of instruments and sizes such as, graduated cylinders, Erlenmeyer Flasks, and beakers. With a range of volumes to measure we first had to decide which piece of equipment was most appropriate in relation to the amount we were looking to measure and second we practiced being as precise as possible. The third activity on measurements was on measuring temperature. Comparisons were made between boiling water and frozen water, outside temperature in the sun and in the shade, and our body temperature. This provided a good opportunity to use different thermometers and practice reading the results and recording data.

The next set of experiments focused on the states of matter and the conditions that have an effect on the changes. Will more pressure make ice melt faster? Will substances have different melting points? Will the volume change when substances are frozen or melted? Ask your Owl what they discovered in the experiments!



Alyssa and Lucy working on the Volume Lab.



Braum & Keith working on Laboratory Equipment Nomenclature.

## Language

Our year has started with a bang! We are working on many concepts.

- Sentence construction
- Identifying subject/predicate
- “Roll-a-Sentence” game
- Grammar study with review of nouns, articles, adjectives and verbs.
- Word study focused on constructing and deconstructing compound words.

On Friday mornings, we do creative writing and will share with the class when we have a piece that has been edited and finalized.

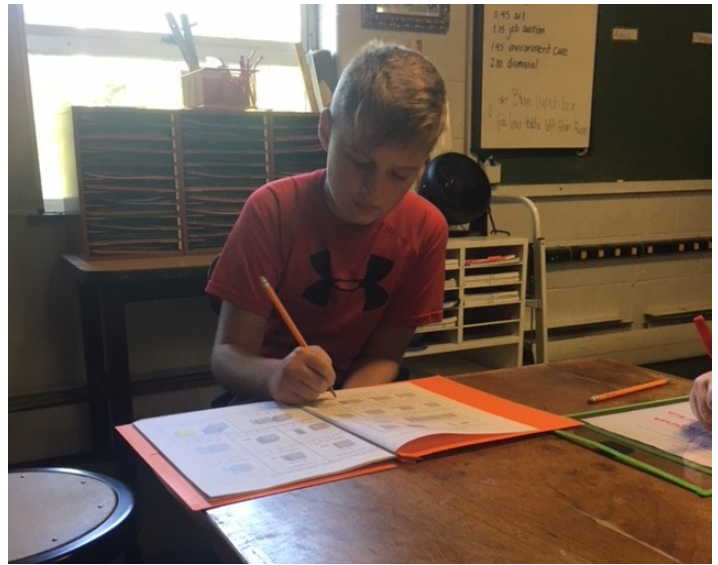


Owl Team: Alicia, Alexis, Stephanie and Cristina



*"We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." - Maria Montessori*

The **Owls** are focusing on building community and working toward connections with one another to form a whole unit. Within our community we are striving to have responsibility, fellowship and trust with all members of our community. We are working on the membership of each individual as we learn to take responsibility for our future. Our goal is to learn how we know ourselves and others and how we are known in mutual dependence of each other. Our community is building a circle of trust in which we know our flourishing depends upon mutual welcoming. The **Owls** are strengthening community daily through circle meetings, group initiatives, guided lunch conversations, field trips, and services projects. We are creating a space where all community members feel safe and comfortable. We want to be able to share and be ourselves as we foster relationships, encourage listening, and build authenticity and empathy. We are building a beloved community that will help us walk together on this path of life, better connected to the universe and each other.



Aydon works on math.



Team Building at Kirkmont.



Shay works on an art project, making a custom bookmark.



Working together at Kirkmont.



## New Falcon Teacher in the Nest

My name is Brian and for the last three years I've enjoyed watching my two children grow at Nightingale. My wife and I have adored being a part of the community as parents. Like many other parents who are educators, eventually I asked myself, "if my children love it and I love being around it, why don't I teach there?" Well, eventually the answer became clear when an opportunity to join the staff arose, I couldn't say no.

This year I'll be teaching History with the **Owl** and **Falcon** teams as well as English Language Arts with the **Wings**. Half of the Falcons will be exploring 18th Century U.S. history while the other half will be exploring 19th Century. We will cover some really exciting topics including the Revolutionary War, the formation of the Constitution, Lewis and Clark, Westward Expansion, the Civil War and the Industrial Revolution. It is my hope that I can share my fifteen years of experience teaching history in a fun and engaging way.



Falcon Team: Tasha, Natalie, Jayne and Brian

## Falcon News

### Falcon Fall Excursion - Mammoth Cave

"Why would you take a class trip so early in the school year?" This is a question we heard from many outside the Montessori family, but for those within, it made sense. Class trips provide community building experiences and opportunities to connect with each other and the environment that students simply cannot get in the classroom alone. Erdkinder (German for Earth-Children) is an experience Maria Montessori believed to be essential to adolescent development. She argued children could learn life-skills in a real-world natural setting without the pressures or constraints they often feel in the more academic setting. While more modern constraints would not allow us to practice the Erdkinder experience throughout

the entire school year, beginning the year with the excursion has allowed both student and teacher-guides to self-reflect on many qualities, skills, and interests that we can now focus and expand upon as we explore our guiding themes cross-curricularly.

This year the Falcons travelled to **Mammoth Cave National Park** in Kentucky. We spent four days and three nights in basic cabins at the national park, just yards away from the cave's entrance. Students helped with the planning of the trip by signing up for leadership jobs such as meal preparation, community circle, and environmental maintenance. In addition, they worked in teams to develop group initiatives (organized group activities). Applied lessons were taught before the trip so students had knowledge of the environment (cave formations, native plants and wildlife), the history (of the cave and its uses throughout American history), and life skills (math:figuring tax and tips, food preparation, environment maintenance and protection).

Our main events included ziplining, a cave tour, and a 7-mile canoe trip. Each student will have a unique perspective on the benefits of these activities both personally and for the greater good. **Kyle Fidler** described the event by saying, "I had a great trip! I conquered three of my fears: height, storms and claustrophobia!" **Journie Hall** said, "The ziplining was high and fast, and the ceiling of the cave looked like the sparkly night sky and parts of the moon," as she wrote about her experience as one of the "most memorable of her life." **Roy Wood** said, "**Devin** saved my life because I almost stepped on a copperhead while waiting out the storm in the woods! It's unlikely to see a copperhead because they are endangered and it could have been an eastern water snake, and even if we did misidentify it, it still would've hurt to get bit!"

Students helped to prepare and pack their own meals, and participated in daily community meetings. They learned to respect the needs of their cabin mates, and how to restore order to their environment before our departure each day. They learned how to survive a terrible thunderstorm during a canoe trip and how to help each other when panic set in. Returning students learned about our new **Falcons** and guided them in meeting expectations, and new Falcons offered new solutions to old challenges as everyone found their roles in the **Falcon** community. For some, simply the experience of being away from parents and creature comforts was a huge obstacle to overcome, and all did so successfully!

Teachers learned valuable information about student needs and interests which might have taken months to discover otherwise. For example, one teacher noticed a student using words without knowing their meaning, so we made note to teach that student explicit vocabulary lessons. Another teacher noticed a wonderful response from a new student when a veteran **Falcon** struck up a conversation and encouraged a continued mentorship. We learned how students respond to good and bad stress, and what students might work well together to increase group productivity. As new teacher **Brian**



McWhorter described it, "Nightingale recognizes that there are other important lessons to be learned outside the classroom that enrich our students' lives and allow them to grow as individuals." As we begin our year with the session theme of "transformation" we look forward to continued growth.





## Thank You to our Generous Donors!

The **Wings** are incredibly grateful to the contributions of so many people for helping us to make our new home at 2525 more comfortable and inspiring. In particular, we want to give a giant thanks to the **Wagner** family for donating large sun umbrellas for the picnic tables that have allowed students to eat lunch outside and have an outdoor work area for some of their classes. The **Wagner** family also donated three air purifiers to cut down on the allergens in our newly remodeled space. The **King** family generously donated a large amount of sports equipment for the **Wings** to use during outdoor work time and Friday afternoon community events. We recently had a volleyball tournament, complete with some low hanging trees functioning as extra teammates. **Barbara and Mark Konecki** (in-laws of Wing teacher, **Becky**) donated funds to help buy new tables for the main classroom, which has helped make the space both beautiful and functional. And of course, we recognize the many hours and dollars that have been contributed by friends of **Nightingale Montessori** to allow this first phase of our move to occur. We are honored to be the trailblazers on behalf of the rest of the school.



Wing Team: Andrew, Jared, Todd, Becky, Jewell and Bin

## Wing News

### Our New Spaces!

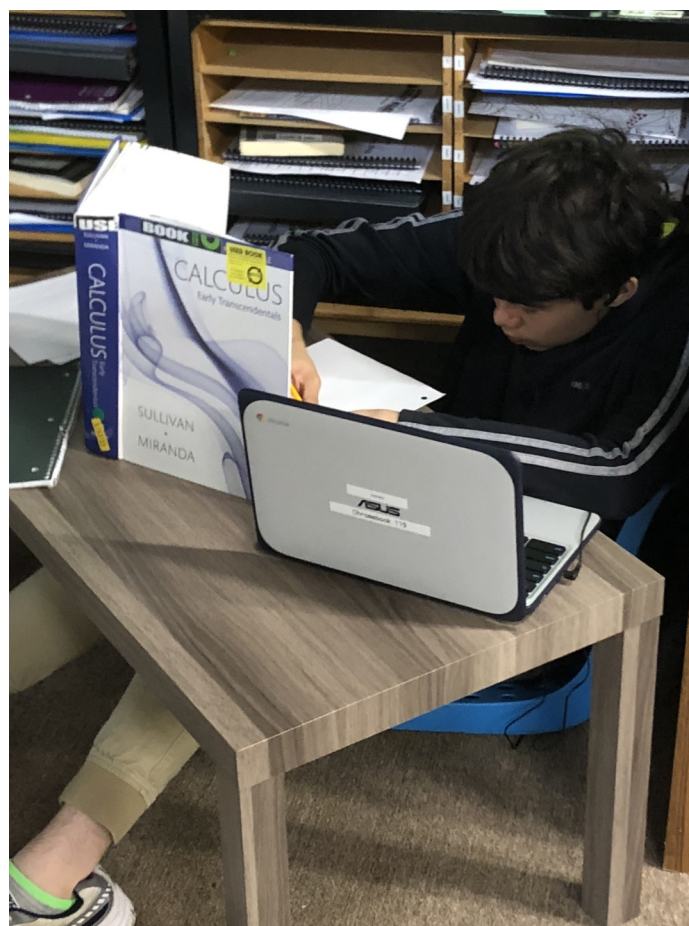
The **Wings** have officially moved into their new building space. The reverence and excitement for the space have been dramatic. It is so much easier to be caring towards your environment when it is so aesthetically beautiful. With the high ceilings and rafters and the large clearstory windows bringing in sunlight, the stage is set for a learning environment that the wings have dreamed of. There is space for everyone to find their own comfortable and preferred spot to work. Students are surrounded by the outdoors even while they are indoors. Senior **Seth Kissell** says "This building is so much more open, and

has so much more outdoor space for fun activities and classes, such as micro-business and ecology!"

The space is divided into three unique functional areas- a main room where meetings, history, English and open work occur; a seminar space where small groups gather; and a lab space for science, math and art.

The windows around the whole room and hallways have turned into almost reverse terrariums or zoos where the students spend time observing nature rain or shine. We have an adopted yellow garden spider class pet that many students are keeping track of as she moves through her life cycle. She makes her webs and deposits her egg sacks right on our hallway windows for our enjoyment.

Each day we learn something new about our space. We learn how to better optimize the different areas throughout each period of the day. The kids learn how to spread out and engage with their surroundings. The staff learn to let the students decide how we will best fit into the space. Sometimes the students find a new nook to work in that the staff could not have imagined.



Zachary creating a workspace.

"The building is definitely better than the old one, as it gives us more space with which to work, and we don't feel as crowded. We definitely are enjoying the new space, and probably will continue to enjoy it for years to come!" - **Seth Kissell**



## Our New Venture: A Microbusiness

The **Wing** micro-business class is currently building beautiful indoor/outdoor garden benches that could also serve the purpose of a coffee table. The benches are made from wood that was reclaimed from demolition in the new building at 2525 N. Limestone. There is only so much good wood left from the demolition so there will only be three of these benches and they will be utilized at the new building. The **Wings** will be selling additional benches in an effort to raise money for more materials to build more projects. They will take orders at the picnic. Please join us at the school picnic and be sure to check out the benches on display!



Austin applying waterproof sealing to reclaimed wood bench.



Beck and Jahvon washing wood outside of windows.



Andrew sending wood through saw as Gavyn observes.



Greenhouse microbusiness.



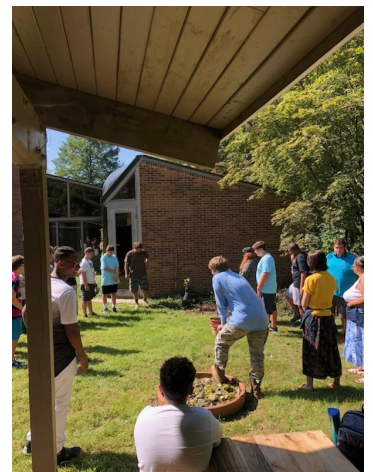
Chad, Andrew, Leighannah and JaMarcus make a fierce team.



Gavyn, Nathan, Kiki, and Malin team up.



Aidan Chopping wood for fire.



First day tree planting in wing courtyard.