



Nightingale Notes

September 2024

October

4 Health Department Vision/Hearing

Tests

11 Bookmobile Visit

14 NO SCHOOL

18 End of Quarter 1

15-31 3rd Grade Reading Testing Window

25 Falcon Friday — Disc Golf

Bookmobile Visit



Miss Barb's daughter, Mabel Mei Louie, arrived safe and sound on 9-6-2024! Welcome to the Nightingale Family!

Nightingale Montessori's First PTA Meeting Highlights

The meeting was filled with lots of ideas for events and fundraisers! We are excited to get started. Spirit shirts will be for sale along with the school sweatshirt sale in October. A Bike-A-Thon was proposed to raise money for supplies and additional bikes for the Wing Bike Shop program.

In November we plan to have a Cheesecake/Pie sale to be delivered before fall break—stay tuned!

PTA would like a weekly/monthly list of immediate school help needed to rally volunteers if needed.

It was a great meeting with an abundance of ideas and energy!

The next PTA meeting 10/16/24 6-7pm.





Wing Breakfast!



Yahir chops vegetables.



Alaeya and Lily help with lunch.

Gourmet Grub



Wings Janiya, Alex, and Daesha help with breakfast prep.



Eagles help with dishes.

The First Plane of Development

“The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six.”
-Maria Montessori

Dr. Maria Montessori concluded that everyone passes through four distinct planes of development: birth-6, 6-12, 12-18, and 18-24. She believed that in each of these planes, the individual is drawn to different skills and activities. The more the individual is provided with opportunities to explore and practice the skills they are drawn to, the more progress the individual will make. **Dr. Montessori** believed that the first plane of development is the most important time for a child.

During the time period from birth to age six, children experience tremendous physical and psychological growth, exploration, and development. Because she believed that more learning takes place during this plane of development than during any other in life, she referred to this psychological growth as the Absorbent Mind. The child absorbs everything around him/her like a sponge. He/she is constantly taking in and processing the world around them. During this plane, children begin acquiring language skills, develop cognitive and motor skills, begin to develop expectations of the world around them, and even imitate the actions/speech of adults around them.

Each child also has many emotional needs during the first plane of development. Every child needs warmth, protection, love, acceptance, respect, understanding, security, order, freedom within developmentally appropriate limits, and social relationships. The **Hummingbird** team works very hard to provide for these needs of the children. We value our relationships with the children, enjoy being with them, and foster their individual growth and development to the best of our ability. We agree with **Maria Montessori's** philosophy and guide the **Hummingbirds** daily to lay the foundational building blocks that will support successful learning as each child grows older.

Hummingbird News



Brayzen works with an imbuca box.



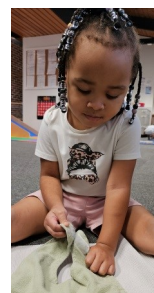
Maggie explores the stacking rings.



August & Calvin examine an insect.



Cameron transfers using tongs.



GeVaya works with Velcro.



Falcon Noah helps with Outdoor Work.



Lucy sorts objects by concept.



Germaine Jr. practices color matching.



Henry works with the push ball drawer.



Nola examines treasures in nature.

September Chickadee News

A Logic base for Math and Reading is formed early with exercises demanding precision skills that require reason to execute in all work areas (*known as critical child's play) in the Chickadees. Children practice through self paced repetition the specific condition that controls their appropriate response. This develops the ability to detect known information contained in new situations known as the ability to analyze or problem solve using logic.

This sensitive period in young children for logic development, like language, is dependent on the conditions of the environment providing an abundance of logically cognitive and physical tasks to solve within it (as in the language model). NM has succeeded in developing logical ability in reading and math to the extent we refrain from such common practice as rote memorization for math facts and sight words.



If there are two vowels in the word, say the name of the first vowel and don't say the second one.

Chickadee News





Beckham



Marilyn



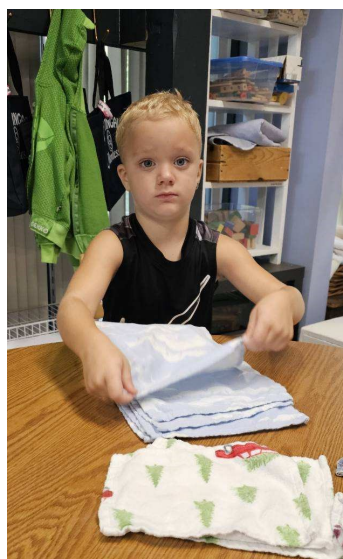
Kalle



Gintey



Amoura



Caleb

Parent Note

Please partner with us in promoting independence for your child by providing them with shoes that they can take off and put on, as well as fasten, without assistance. If your student is in Kindergarten and comes with laces that need to be tied, we will assist them by giving them extra lessons on shoe tying in place of their outdoor time until they have mastered this crucial skill.

Preschool children should not come with shoes that need to be tied and untied as it is not yet developmentally appropriate for most 3 and 4-year-olds to be expected to complete this task independently.



Thank you to the many Chickadee families who have donated supplies for our class. We are grateful for your support!

Eagle Classroom Update

The Eagles have had a busy and exciting year so far. As a class the children decided they wanted more things to do on the playground so we got right to work. The children decided that recycled materials from the playground would be the most economical way to get what we need. The Eagle students assessed the pallets we used last year for fort building, pulled nails and corrected the defects to get them ready for use. The children started digging holes, driving posts and moving pallets to make their own makeshift gaga ball pit. The children guessed that it would take us about 5 weeks to get the project complete based on our experience making the monkey bars toward the end of the year last year. The pit is officially complete 4 weeks into school and the children have worked hard to devise their own system of rules. It has been a wonderful addition to the Eagle environment.



Eagle Dining

This year the Eagles are eating lunch in our classroom. We have turned the classroom into a high class dining area. The children cover the tables in table cloths as we prepare for mealtime. We turn down the lights to set the room with ambiance. The children take care of themselves and their dining area before enjoying a bit of fresh air after lunch for outside time. We are currently in the process of having the students design new table cloths for the tables by stenciling roots, stems, leaves and fruits onto fabric.



Rowing the Boat during music with Ms. Sheila.



Annabelle cleans the cart to return back to the Eagle Classroom.



Gigi helps prep the sinks for dish washing.



ZaVyier working on his Word Study.

Language Arts students working hard on word study





River, Autumn, Jovie, and Becca, doing a plant Scavenger Hunt.



Autumn and Owl students community cleaning scavenger hunt.



Owl Students team building at Melvin Miller park.

The Owls have been working very diligently on how to navigate within our school's community. The first couple of weeks of class students learned expectations, from how to support our larger community by doing our part to clean up after lunch, to providing for community needs within the Owl classroom.

Owl students have done an amazing job building our communication systems for our community. They are adding color to our Owl Job boards as well as understanding that our location board is very important to use whenever students leave the classroom to provide locations for safety reasons.

Owl Jobs	
<ul style="list-style-type: none"> Addy - Substitute Alaeya - Chair Keeper Annalyn - Great Hall Crew Astro - Water Crew August - Meeting Master Autumn - Bortanist Ava - Trash Service Worker Caroline - Lunch Helper Evan - Document Shredder Finn - Substitute Isabella - Laundry Crew Izzy - Substitute Jackson - Substitute Jaleeya - Coal Room Monitor Jayne - Mailroom Clerk Jovie - Staff Keeper Jude - Sanitation Crew 	<ul style="list-style-type: none"> Ka'Myah - Laundry Crew Leeland - Document Shredder Leilani - Trash Service Worker Levi - Sweeper Lilian - Window Cleaner (Hall) Lochlan - Lunch Helper Lucy - Window Cleaner (Class) Mia - Window Cleaner (Class) Myron - Cart Monitor Sam - Water Crew Sevynn - Sanitation Crew Rebecca - Great Hall Crew Rhiddlee - Substitute River - Community Supervisor RosaFay - Lunch Helper



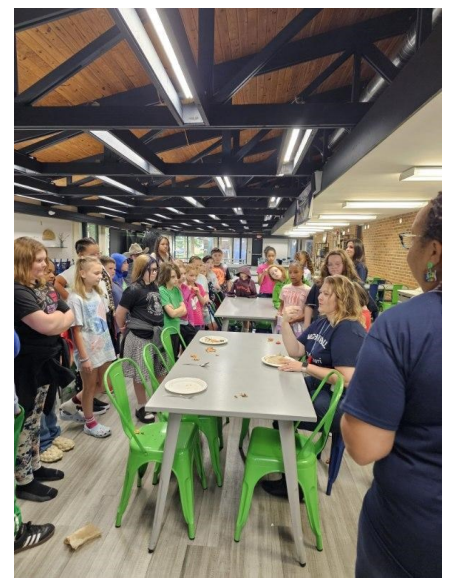
Owl News



Owl teachers showing students how to play Gagaball.



Leilani holding a preying mantis.



Owl community lesson on cleaning up area in cafeteria.

The Garden Owls - We're a Hoot!

It's fall time in the Owl Garden, and our students have been applying great effort for winterization. So far, we have pulled out all the old and planted some new. In the garlic bed, we had a lot of grasses and prickly thistle in our way. We cleared it together and planted a winter crop - Collard Greens!

To ensure it grows without becoming a snack for our wood-

land friends, we made an organic pesticide. After harvesting the Cayenne Peppers that the students planted during the last few weeks of school, we then blended them with water to make a pepper spray. Hopefully, the hypothesis that the "spicy water" will help ensure the pests don't eat it comes true, so we can harvest the collard greens this November and share our culinary skills through



'Farm to Table' with the Owl teachers and class.



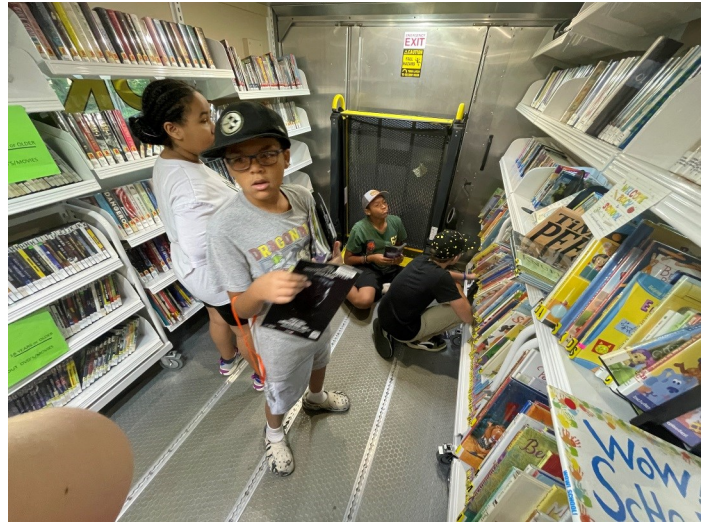
Our next goal as the cold air approaches is to start a propagation station indoors, where we will turn 'my house plants' into 'owl house plants'. The students will take home what they propagated, and care for their newly potted plant with their family.

BIG Nightingale Shout-Out to the after care students that helped restore the GaGa Ball Pit!
Thank You—Jovie Hahn, Caroline Dike, Autumn Dike, Leilani Shinn, Evan Taylor, and Becca Fodor.



The Falcon activity for the Promise Club combined grace and courtesy and saying "Hello."

We all met outside and formed a large circle. This was a challenge in itself and we discussed how to form a circle that is inclusive to all: all eyes can be seen, no person in front or behind another, and all have personal space to move. The game we played involved saying hello to someone in the circle and then passing them a bean bag. We incorporated our grace and courtesy values by saying the other person's name, "Hello Andrea." The person being addressed would then respond using the other person's name as well, "Hello Zerik". Then, while making eye contact, the bean bag was passed underhanded. The receiver would then say, "Thank you" and address the next person to receive the toss. This pattern of addressing and politely receiving continued until each student had been greeted. We then attempted to complete the same pattern greeting the same person with the same amount of respect and manners, but slightly faster. Once we could do that we tried it slightly faster. Once we could do that, the final challenge was that a second and then a third bean bag was added so that multiple people were talking and tossing at the same time. The reflection question after the game required students to analyze what kinds of communication worked, what made the game get harder, as we sped up did our grace and courtesy suffer? The reflection questions are meant to help the students become aware of how they are processing information and events in their lives. The goal is that they see themselves as active and powerful members of a community of people who each have important contributions.



Austin, Ali, and Amontay visit the bookmobile.



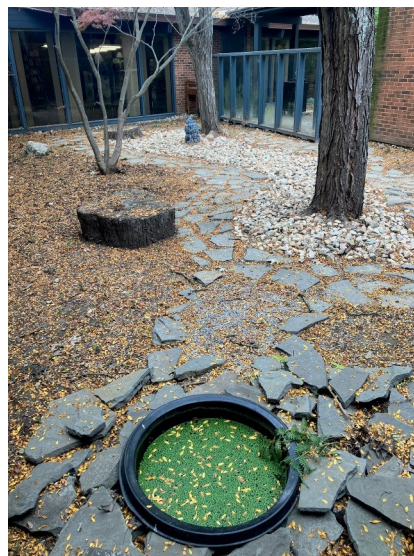
Terriona and Ali visit the bookmobile.



Falcons enjoy the bookmobile--Thank you Clark County Public Library!

Native Zen Garden

After years of work we are finalizing our plantings of our school zen gardens. Students have worked to design and install Zen gardens in the Falcon and Eagle spaces using traditional elements of Japanese garden design (stone, water, rule of three, and paths of contemplation). Our twist on traditional themes is we have designed using only native plants. This connects us to the life around us as we support pollinators and native biodiversity. What do you do in a zen garden you might ask? Walk or sweep the path, sit in contemplation, read or quietly work on assignments. The Falcon zen garden includes monarda, native iris, Ohio stone crop and many mosses as well as existing Japanese maple trees. The Eagle zen garden includes geraniums, columbine, wood ferns, cardinal flowers, as well as existing Japanese maples and locust trees.



Eagle Zen Garden.



Falcon Zen Garden.

Falcon Class Election

The Falcon class wanted to elect a Student Government including a class President, Vice-President, Secretary and Treasurer for this school year. Students nominated themselves or others for the positions. They then began to campaign. They hung posters and gave speeches about why they should be elected. On voting day, students were given individual ballots and a secure place to cast their votes. Voting was very close and the offices of president and treasurer were decided by one vote!

The Falcon room officials are:

President: Elliott Earlywine

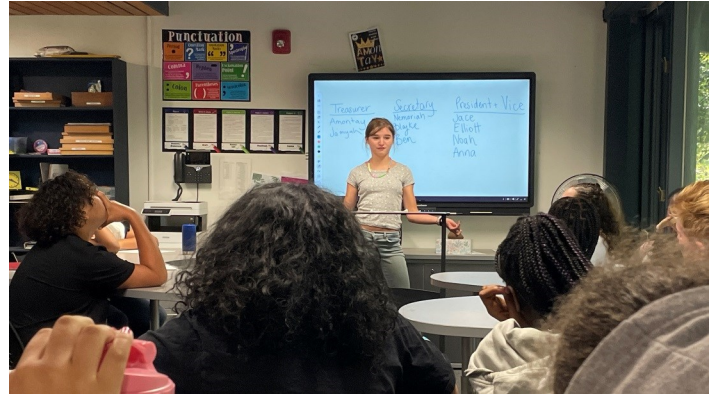
Vice-President: Noah Clark

Secretary: Blake Steinberger

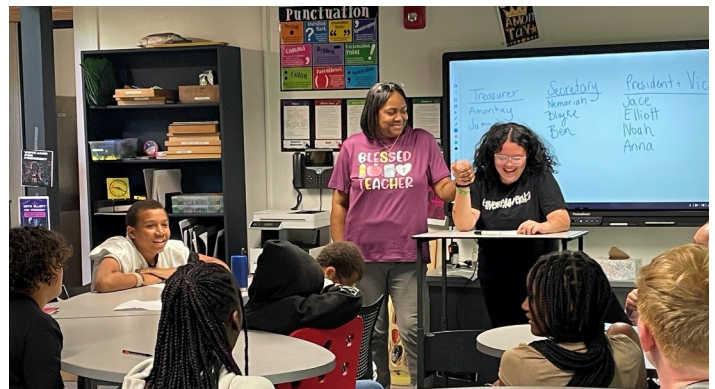
Treasurer: Amontay King



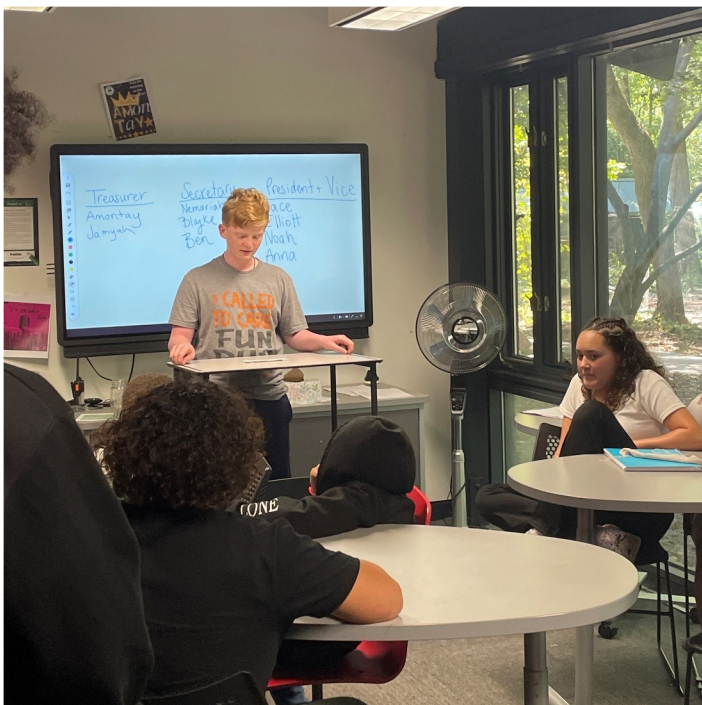
Jace tries to persuade his classmates that he is the best choice.



Anna's bid for Student Government.



Miss Tasha supports a nervous Blake while she makes her Student Government speech.



Class President, Elliot's winning speech.



Ja'Miyah wants to be Treasurer!

Changes in the Wings

We find ourselves with more students than ever before in our Wing program! Several years ago, when were the first Nightingale class to move into this building, we had around 20-25 students in our program whereas we now have almost double that number. We are at our capacity and this has forced us to examine how we can implement our values of being a close-knit community when we can't all fit in the same room simultaneously. Our daily community meetings had become unwieldy with so many students, making it hard to feel comfortable sharing and growing in understanding and community. This year we have split our class into two groups that switch between class meetings and lunch so that we can have more productive and participatory meetings. Students have suggested discussion topics that are important to them and it seems that our goal in this switch, to allow more students the opportunity to feel comfortable sharing, has come to fruition. Discussion topics include personal finance, teenage struggles, local controversies, national politics, as well as mindfulness and breathing exercises to reduce stress. Each quarter, groups will be shuffled to allow all students to develop deeper connections with each other.



Jazlyn installs the Gaga Ball rules she designed.



Ladainian at the reservoir.

Wing Art Class

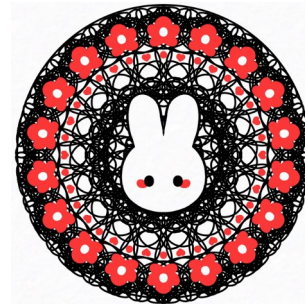
Wing seniors are participating in a community generated interdisciplinary art class. Our first week started with speculations of the beginnings of visual expression. Students felt drawing in sand with sticks, or on rocks with charcoal may have been the earliest forms of art. Another student suggested that hitting different objects to produce sounds may have been the beginning of musical expression. We discussed why cave painting and rock sculptures were able to last and so are the earliest non speculative art forms.

As we move from discussion to creation, students created chalk mandalas on the ground, as well as on paper, and digitally. Our chalk mandalas lasted only about a day, illustrating impermanence and inspiring one of the students to write poems to go with her mandalas.

You may wonder why we are calling this a "Community -Generated Interdisciplinary Art Class." We work as a group to see where discussions go and which art forms we are inspired to use to further explore concepts. We will read, write, paint, draw, collage, sculpt, create digitally, and use any forms of expression students want to as we explore different concepts in art.

Student mandalas with poems by Chloe Raines:

"A round white rabbit runs through the woods,
Looking for grass and berries and other goods.
After a while, it begins to snow.
Where does it go? Nobody knows."



"If you go walking at night,
You may see flowers dance.
Why do they only dance under the moonlight?
Because all is calm. No reason to fight.
You could take a page from these flowers. It's only right.
Now that you've seen them dance their nighttime dance."

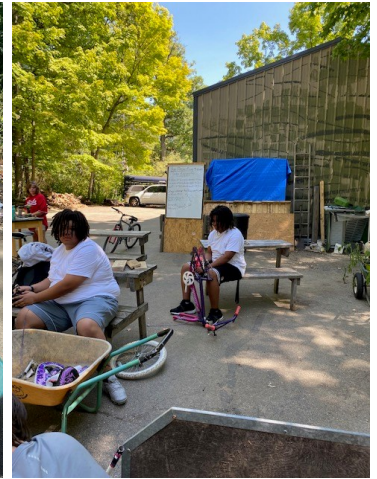


Micro Business Bike Shop

Another addition to our program is our new bike shop/shed. Over the summer the new shed arrived and is now in use as our storage and repair area for bicycles. The Wings wish to continue to grow our bike program, where students learn how to maintain bicycles, as well as participate in group rides, both long and short distance, to local spots. **We are looking for donations of bicycles in any condition**, to help our Micro Business students practice their skills of maintenance, while also providing bikes for our students to ride on trips. We may also occasionally give repaired bikes for an affordable donation to our Micro Business program. Eventually we hope to offer bike repair services to our Nightingale community. If you wish to donate a bike or have any questions, contact Andrew at ahahn@nightingaleschool.org.



Wyatt repairs a bike.



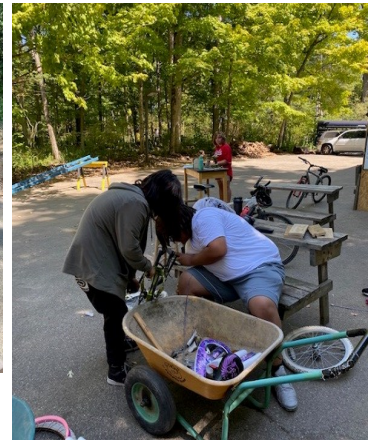
Willie and Sincere working on bikes.



Wing bike ride.



Micro Business students work on bike repairs for their new Bike Shop (pictured).



Joey and Willie make bike repairs.



Marty took some of his Micro Business students on a bike ride.



Anderson and Sincere work together.



Anderson applying maximum effort at the bike park.



A peaceful moment during break.

Wyatt at the bike park.

