



Nightingale Notes

October 2018

November

- 1 Owl Farm Day—Group A
- 1-2 Wing Explore Week
- 2 Wings Tour Wittenberg
- 2 End of Quarter 1**
- 5-9 Falcon Explore Week
- 6 Falcons to Wescott House
- 8 Falcons YMCA
- 8 Owl Farm Day—Group B
- 9 Falcons Tour Woeber's Mustard and International Harvester
- 12 CMStep (Cincinnati Montessori Secondary Education Program) Visit
- 15 Owl Farm Day—Group A
- 16 Owls Volunteer at Wittenberg for the Lesotho Food Initiative
- 21-23 NO SCHOOL—Thanksgiving Break**
- 27 Capital Campaign Meeting—All Invited

December

- 7 Mid-Quarter Reports Due**
- 7 Owls to Glen Helen Raptor Center
- 10-14 Holiday Gift Shop**
- 14 Some Eagles and Chicks to Nutcracker
- 20 NO SCHOOL—Winter Break Begins**



A Beautiful NM Creation made by Bin Huang.



Eagle, Audriana, in the Chinny Winny



Eagles and Chickadees sing



Chef, Stephanie, and Owl, Lola, prepare samples to taste.



Owl, Eleni, carries Chickadee, River, in the Relay



Owl, Lucy, and Falcon, Penelope, in the Three-Legged Race



Chickadee, Kennedy, and her family enjoy the feast.



Eagle, Vivian, balances the ball on the spoon.



Hummingbird, Skye selects a pine cone that is just right.



Eagle Vivian and Hummingbirds, Annie and Charlie enjoy with their parents



Iris and Stephanie prepare food to share from the NM Garden and the Heron Berry Hill Farm



Great Grandma Sheila and Hummingbird, Hazel enjoy the day.



Owl, Jeremy, and his mom enjoy the selection.



Falcon, Penelope presents her business Cakes by Penelope.

Nightingale Montessori Capital Campaign
2018: Opening New Doors to Empower Learning—Pod
7, 2525 Limestone Street – 9/25/2018—Meeting
Minutes

Members Present: Todd Kreeger, Nancy Schwab, Sunny Jeong, Sheila Brown, Haley Graham, Leslie Liebold, Jeanne Nightingale. The minutes of these meetings will provide an ongoing record of actions taken/ proposed as we proceed with the campaign.

1. **Update on Progress** during initial phases of transition to 2525 – **Nancy**. School has now been in session for five weeks. Wings now occupy Pod #7. Pod #7 will be used as demo site for showcasing future school to donors.

We have initiated a new contract with **Adam Russell** at Kapp Construction. This will require a two-week delay to prioritize items required by code, to review the architect's plan, and do a cost analysis based on projections. We must proceed with urgency to finalize roof and HVAC before the winter months.

Projected date for move to new school: May 2019

Jim Hilborn is currently in contact with International Harvester as potential funder/ donor.

Presentation of Draft CAMPAIGN PLAN – Leslie & Jeanne, Co-Chairs Campaign Cabinet. This is a report of the meeting we had on 9/10/2018 to draft Capital Campaign PLAN. A finalized PLAN will be drawn up based on this meeting's discussion.

2. **The Four Basic Elements** of the capital campaign are coming into place:

CASE for Support;

LIST of prospective donors;

LEADERSHIP with defined job descriptions & responsibilities; and

The Campaign PLAN which is in the process of finalization. The Plan will provide a set of guidelines with clear objectives and strategy. It will include a campaign timetable & budget; procedures for training for solicitation in place; gift chart as road map; communications procedures; finally, an understanding that cabinet members agree to make a financial pledge within their ability.

The Leadership Positions have been established: **Leslie & Jeanne**, Co-chairs of Campaign; **Leslie**, Communications Chair; **Todd**, Campaign Coordinator; **Meredith**, List Manager; **Sunny**, Major Gift Chair. **Audrey Adams** has agreed to help coordinate small fundraising events. Stewardship will be managed by **Nancy & Sheila**. Job descriptions/responsibilities will be entered into the PLAN.



3. **Presentation of Communications Plan/Marketing Strategies – Leslie**, Chair of Communications.

Media Launch. **Leslie** has offered to meet with Hard Media consultants to see how to get the NM story into the media and in the front pages of local newspapers. **Sarah Bullwinkle** was nominated to help with social media spots. **Nancy** reminded us to submit a feature article in Springfield Business Magazine on **Jared's** work with NM Farm to Table project. Big interest in Community.

Promotional Videos documenting before & after images of construction will be made. We have a compelling story to tell of how the school is moving into new neighborhood. The footage based on events such as upcoming Auction, International Festival, the professional *Sound Shapes* documentary, will be compiled to create a Master Video to be sourced for GoFund media.

FaceBook. **Haley** will help **Meredith** develop master list by using FaceBook to connect with alums.

Donor Recognition. Communications to convey personal recognition to all donors.

4. **Discussion of Draft Campaign Plan –** comprehensive fundraising strategy going forward. How do we structure the campaign? What procedures do we follow and in what order? Who does what? When?

Procedure. **Sunny** reminded us that before we publicly declare the launch of the campaign, we employ a phase-by phase approach to our fundraising, asking for the major gifts first, then more medium size gifts, and finally the smaller gifts. These first major gifts help to create enthusiasm and momentum going forward. In her capacity as Major Gifts Chair, **Sunny** will work with **Meredith** and her master database to create a Gift Chart.

Helping in Malawi

Training. We must first train ourselves in the art of soliciting pledges, realizing that it is the personal relation of the volunteer making the request that has the most sway with the potential donor. *There is some urgency to initiate the training. Training for the ASK must start immediately. At our last meeting, Jim Wasinger, financial advisor with Edward Jones, suggested he might be able to help with training. We will need more teams of two people to do the Ask.*

Small Fundraising Events. Cabinet members proceeded to discuss initial steps to get “buy-in” from those most closely associated with Nightingale Montessori, parents, teachers, alums, and school suppliers. We need to think through a working strategy. We discussed upcoming events and other potential occasions that would provide opportunities and incentives for fundraising at the school: upcoming auction; a raffle; a Jared dinner? **Leslie** suggested some creative Incentives to encourage NM teachers and parents to make monthly or quarterly gifts. **Audrey** is in charge of small FR events.

Case Statement Concerns. **Sunny** proposed we have NM contact information printed in a header on each page, and that a hard copy of the Case Statement should be used sparingly. Other than for major gifts, the Case Statement should be sent out electronically.

Donor Recognition. **Sunny** would also like to better understand how best to use the Supporter Recognition Program and the Recognition Levels of for cash donations/ pledges. **Nancy** reminded us that instead of having a “donor wall,” we had proposed we ask the children to craft pavers for the campus sidewalks in which they would engrave donors’ names. Personal thank you letters written by the students themselves would be a more eloquent way to express the school’s deep gratitude and sell the school and its values to the community.

Expansion of Campaign Cabinet. Following up on a suggestion made by **Huma** at the last meeting that we invite prospective major donors to be part of the Cabinet, **Nancy** does not think this may not be practically feasible. The best way to broaden the field of prospective donors, we agreed, would be better done through networking among prospective donors and their associates.

NM Alumni / Alumnae. There is a perceived problem reaching prospective donors through the current list of alums since we no longer have their current contact information. Surveys will be sent out to names of those whose information we do have with the invitation to participate in the campaign and to contribute to the future of their school.

Campaign Budget. **Jim Hilborn** has suggested a realistic ratio for budgeting purposes would be 40/40/30 over a 3-year period of the capital campaign. We must also budget for costs of campaign: media expenses, consultants, campaign materials, campaign events, etc.

NM has started to forge a partnership with **The Queen of Apostles Community Social Justice Committee** (in Beavercreek). We have donated 6 old laptops that will be refurbished and taken to needy citizens in **Malawi**. We are hoping to have items made by the people of **Malawi** available in our **Holiday Gift Shop**. The sale of these items to us support efforts to fund the medicine and equipment needs in their local clinic. We will continue to have opportunities to help the people of **Malawi** and hope for opportunities to learn more from them and about them.

Thank You!

NM would like to send a big thank you to **Wagner Subaru**! We were chosen as a school to receive one of their many donations that they make in our community. A representative visited our Hummingbird room to read a story. It was thoroughly enjoyed by all. Each Hummingbird, Chickadee, Eagle, Owl and Falcon received a free book to take home! Many school supplies were given to our classrooms and received with delight!



Gifts of your own beautiful book from Wagner Subaru.



Wagner Subaru with helpers Owl, Lola, and Falcon, GeMiah, read to the Hummingbirds



Gourmet Grub

A Day at the Farm!

What a beautiful fall day! We started with chores. Sasha let Bob out, Iris and Allie fed the nanny goats and then Allie went to feed the chickens independently. We went together to the garden to survey the damage from the previous night's frost. We're done harvesting except for digging potatoes so they started pulling up dead stuff and continued with the potato harvest. I took Iris, Tristan and Keith to clean Bob's stall. Iris had a great attitude and actually didn't really want to stop, just wanted to dig potatoes too. Trying to do it all is hard!

We switched groups when we were about half through our jobs and Braum, Allie, Jeremy, Nick and Janiya joined me in the barn. Allie was in charge of dumping the wheelbarrow, she's strong and capable and a good worker. Jeremy did pretty well. He's not strong, but I gave him my small person lecture about how those of us who got shorted in the brawn department can make up for it with brains. For the first time he really realized how a shovel works and that moving your hands down the handle increases your leverage. The best worker, by far, was Nick. He just kept right on working at the task.

Our big "aha moment" was when several folks realized that if you're facing someone holding the handles of a wheelbarrow and you want the bucket to go down, that person actually has to move the handles up. Kind of like Jeremy's shovel revelation. I know these guys have probably had the concept of a lever in science, but it really sinks in when you do it with your body.

When we finished the barn and garden chores, we played in the clean straw and had a great time. It was Allie's birthday and she wanted potatoes for a birthday treat so some folks went to the creek while Allie and Sasha cooked the potatoes. Sasha was pretty sure that it would be Alexis' first time trying potatoes since she wasn't at the farm the other days and wanted to be sure she got some. Iris remembered Alexis was vegan and that led to a conversation about which ingredients come from plants and which come from animals. It was a useful discussion, because there

was some uncertainty about olive oil. I also thought they were very thoughtful to think of her, although it wasn't actually the first potato she's tried. The potatoes were devoured again! You almost don't have to wash the pan after these guys eat.



Exploring the Creek



Using the beeswax to make lip balm



Making fried potatoes



Enjoying the straw pile

Practical Life Activities

"The essence of independence is to be able to do something for one's self" – Maria Montessori

Maria Montessori believed that children are innately preparing to be adults. In the **Hummingbirds**, we are fostering that characteristic within each child by providing opportunities to participate in Practical Life activities daily. Practical Life activities allow the children to develop self-discipline, strengthen independence, develop social skills, strengthen concentration, establish a sense of order, and much more!

According to **Dr. Montessori**, Practical Life activities can be categorized into four areas: Preliminary Activities, Care of Self, Care of the Environment, and Social Graces/Courtesies. Preliminary activities provide the foundation for work in the Montessori classroom. How to unroll and roll a mat, pouring, folding, and carrying are all examples of preliminary activities. Care of Self includes activities such as: hand washing, putting on/taking off a coat, dressing oneself, and putting on/taking off socks and shoes. Care of Environment is practiced by wiping a table, scraping a lunch plate into the trash, sweeping the floor, wiping up spills, dusting a shelf, etc. Social Graces and Courtesies guide the children in their interactions with others. The **Hummingbirds** are learning to cough and sneeze into their elbows, greet their classmates/teachers, say please and thank you, use proper table etiquette, and many other important social skills.

Practical Life activities are not limited to the classroom environment. Look for ways to provide your child with opportunities to develop and strengthen their independence at home. Together we can help the children free their potential!



Skye, Leo, and Leilani wipe tables and chairs after lunch.

Exciting Changes

Marie Frantz, daughter of **Nightingale Montessori Alumni Mia (Grimes) Frantz**, graduated from the **Hummingbirds** this month. **Marie** has moved up to the **Chickadee** classroom. The **Hummingbird** staff would like to congratulate **Marie** on this accomplishment! We will miss her very much; however, we are very excited to see her continue to progress to her full potential.



Emily Agresta, daughter of **Chickadee Teacher Heather Agresta**, joined the **Hummingbirds** this month. We are thrilled that **Emily** has joined our class! We are eager to build on the abilities she

Emily works with the ball return.



Paxton is putting the cylinder in the imbuca box.



Reznor works with gears.



Hazel focuses during tummy time.



Nathan completes a 3 piece puzzle.



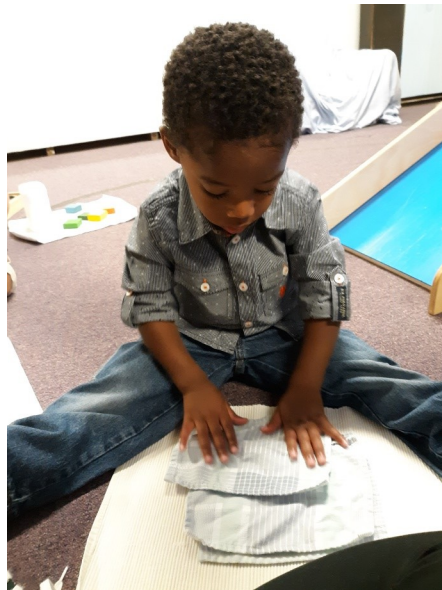
Alivia washes a pumpkin.



Annie is working on a pincer grasp.



Callie explores her sense of touch.



Nezakiah helps with the laundry.



Charlie makes music.



Evelyn rolls over for a closer look.



Leilani works a puzzle.



Cooper matches animals.

Order

“Order is one of the needs of life which, when it is satisfied, produces a real happiness.”-Maria Montessori

Order in the **Chickadee** Classroom is practiced through systems designed to promote organization. One of the ways the children develop the sense of order they are born with is through our prepared environment. Everything has a place and once this order is established the children are able to be a part of it. They acquire fundamental systems of order that carry them through the day like the current of a stream. As children begin to appreciate the aesthetic quality that order produces in the environment they begin to take increasingly more ownership of their learning spaces. The young students discover their own sense of order within the Montessori lessons presented in the classroom. The sensorial materials for sequencing, sorting and matching are the foundation to the order required for critical thinking in math and the physical sciences, language and the social sciences.

An internal **sense of order** if nurtured offers a reliable foundation for lifelong appreciation of **aesthetics** and organization.



River analyzes a layer puzzle.



Nemariah practices.

Parent Corner

Parent Homework: Establishing Order at Home - Consider:

- Assigning a place for shoes, school bag, and coat that child can access
- Allowing children to help with activities such as sorting silverware or the laundry.
- Offering a place for toys that can be arranged for easy viewing (instead of the toy box model of everything in a jumble)
- Leaving time for child to put toys away before moving to the next activity

Halloween: The **Chickadees** will not be celebrating Halloween in the traditional commercial way of make believe by presenting themselves in scary or fantastical costumes and expecting sugary treats. Montessori emphasizes the magic of life as real phenomenon. The fact that a praying mantis has seven noses on its belly and with its triangular head and bulging eyes is more of a reality terror in its world than a costumed triangular witch hat is in ours. We want to keep the true experience of awe of our real world by not numbing kids to their true inheritance of a fantastical universe worthy of their wide eyed amazement.

However we will incorporate some of the customary elements into our geometry, cultural and practical life curriculum. Did you know kids enjoy pronouncing “equilateral triangles” which are the common shape for pumpkin eyes? The isosceles triangle makes a nice nose. While a scalene triangle can make a wry grin! In the days leading up to Halloween we will enjoy the opportunity to carve pumpkins, and roast pumpkin seeds. Some creepy crawlies lookalikes will appear within our fine motor activities. We might try to learn how to weave under the tutelage of the large model spider watching from her string web!



Nathalie makes a map.



Nemariah uses order to make an animal.



Devyn works on number roll.



Devyn and Dashayla use order to create.



Romeo orders the solar system.



Sevynn into her work.



Jovie works on the 100 board.



Finn builds numbers.



Athena orders with the red and blue rods.



Braxton practices balance.

Testing

On October 22nd, students listed by the state as third grade began testing for English Language Arts. These students, as well as fourth graders and up, will take additional tests in the Spring. How you talk to your children about the upcoming experience is important to us. We hope to share the same message and invite you to have a conversation about testing with your child. Before we began testing, a meeting with the teacher and a small group of testing students took place. In this meeting, the children received a taste for what the atmosphere is like during testing and had an opportunity to ask any questions. They learned the parameters and rules, not set by us, but by the State of Ohio. We had an open discussion meeting, and students pondered what questions they had and received a general idea of what to expect. They were not “thrown into a situation,” as it is our goal that they feel supported and safe. Here are some ideas of how you can lead a discussion with your child at home:

- Ask them about the experience, not so much about the “questions and answers,” or “how well they did” but about what they think or feel about the experience. We do not treat this experience as a high-stakes testing situation, but just one way to measure their knowledge in a subject.
- After the results are in, it is up to you if you would like to share them or not with your student. We will not share or discuss the results with your child, nor use it as an isolated judgement of who they are.
- We hope this is a positive experience for your child. For some students we wish we were in a perfect world, where they would not have to take a test that they are not yet developmentally ready for. However, we have to administer this test to all students based on a designated age set by the State of Ohio. We support all students by helping them feel safe as they navigate this new experience.



Gavin and Bryson have cut triangles into smaller and smaller triangles

Halloween

Halloween is not a holiday that we recognize or celebrate at Nightingale Montessori in the Eagle class. This is a holiday that your children can enjoy celebrating with you and their family, how you deem appropriate. Students should not arrive in costume, and only their regular non-distracting daily wear. There have been no changes to the lunch requirements- so candy is never permitted on any day of the school year.



Wyatt relies only on his ears to master the phonetic spelling words



Lukas, Thor, Luke and Jaden research the Time Line of Life



Olympia and Rylee gaze proudly at their abstraction of Frank Lloyd Wright architecture

Autumn Leaf Walk

Several Eagles went on an Autumn Leaf Walk just down the street at the cemetery. This beautiful, historic cemetery is full of a variety of mature trees. Eagles made rubbings of leaves and bark, and observed the different growth patterns of the trees. How lucky we are to be able to walk to such a fascinating and lovely place. We were blessed with good weather, and enjoyed the sights, smells, textures, and sounds of autumn.



Wyatt shows his leaf book



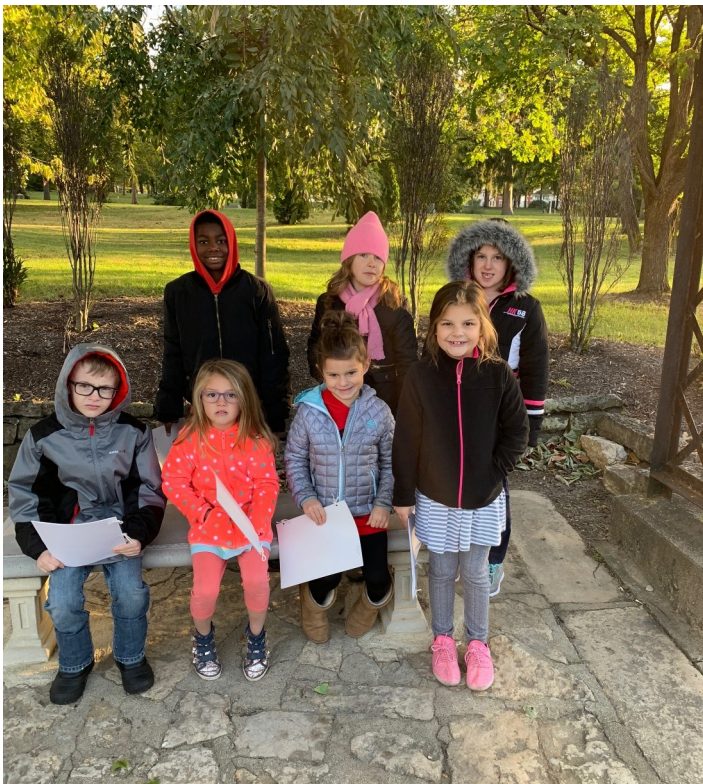
Looking up at the tree



Bryson makes a tree bark rubbing



Exploring the information the tree provides



Shannin, Rylee, Olympia, Charlie, Ladainian, Eliza



Vivian, Wyatt, Damarion and Jaden

Biographies

We have had a surge of reading and a quest to learn about famous people with the introduction of our new Biography Series. We are following this joy and interest expressed by the students and have begun note taking strategies that we then use to write short biography reports. In our Language Arts classes we are working on writing personal narratives, getting our own thoughts on paper and learning how to express ourselves through writing. Next session we plan to tackle research writing!

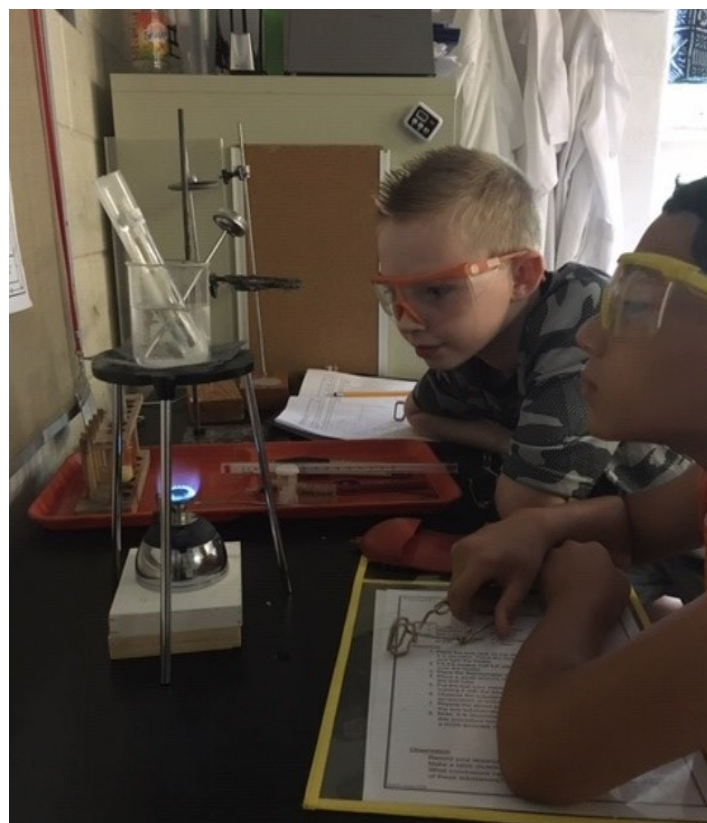


Owl Science

October brought us all the way through the full range of States of Matter. We looked at the properties of solids and compared them with the properties of liquids and gases. We compared the melting points and boiling points for different substances. We asked how volume changes when butter and water went from a liquid to a solid state and how important the expansion of ice is for aquatic life. We explored the different densities of liquids and observed the more dense substances sink to the bottom while the less dense fluids rose to the top. We experimented on the factors that affect dissolving rates including different amounts of surface area and changes in temperature.

We learned about diffusion and the movement of particles from a place of higher concentration to lower concentration by adding food coloring to water and observing the movement the next day. As we moved through the experiments we began investigating more on the properties of gases. Does Carbon Dioxide weigh more than air? How much gas can vinegar and Bi-sodium Carbonate produce when the ratios are adjusted? What does fire need to burn? How can we put a fire out?

Many students have already chosen their Science Fair Projects and have been working on building a material list. By the end of this month everyone should have one chosen! The best support we can offer them is to ask about their process as much as possible. The more comfortable they are talking about it, the better off they will be through the whole process.



Tucker & Zeph work on the Melting Point Lab.

Owl News



Iris & Savanah work on a science experiment.

Owl Community Service Projects



Braum and Neil sharing their song.

Working with goats, gardens, bees and much more while at Meg's Farm has shown the Owl students how farming and livestock can support families and communities. The Owl class is working on service projects and supporting others in need. The Owls have set a goal of collecting money to donate to **Heifer International**. Our current goal is to buy a goat that will benefit a family/community in need. The Owls are off to a great start! In a little over a week they have raised over half of the money needed to purchase a goat! Our goal is to keep it going and to be able to purchase more than a goat! If you are willing to donate spare change or classroom would greatly appreciate it. Valuable life lessons including counting and rolling change help to bring our community service project full circle.

Lesotho Nutrition Initiative: The Owl class will be joining **Wittenberg University** on November 30th to help pack meals for children in Lesotho. www.lesothonutritioninitiative.com Lesotho - a country of just over 2 million - has an estimated 360,000 orphans and estimated 550,000 children facing severe malnutrition and stunting. This is a dramatic and alarming contrast to 2001 when the number of children orphaned by HIV/AIDS was 34,000. Many family members are unable to take in most of the children, leading to an increase in child led households. Only 11% of Basotho children age 6-23 months have the criteria for a minimum acceptable diet.



Moving our dirt to plant the apple tree.

Shay and Iris turning the compost.



Falcon Language Arts Update

The **Falcon** class members have already finished 1-3 novels! We are reading novels in the realistic fiction genre, all matching our overarching theme of "transformation" for this session. Many of the books are coming-of-age stories with main characters in middle school. To compliment our reading, we are focusing heavily on writing skills. Using Linda Rief's book, "The Quickwrite Handbook" as our guide, we are concentrating on narrative writing and expanding skills of mindful reflection. The ideas the **Falcons** come up with in their quickwrites act as the basis for expanding writing into organized paragraphs or poems such as **Emily Combs'** poem, "What Music Is to Me."

What Music Is TO Me

Something I am ...

I am a music lover. That is who I am. And it's all I have ever known.

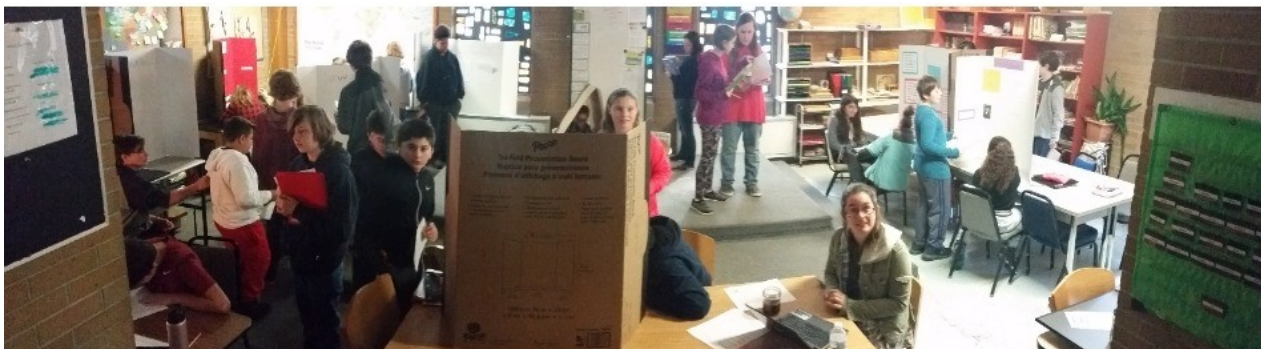
What's my favorite thing about music?

Everything...

I love the lyrics. I love the beat. I love the meaning behind every song. I love when "my song" comes on the radio. The emotions it brings me, I love that too. Music is my biggest passion in life. Anytime and anywhere I can be listening to music I am. Everywhere I go music follows me whether it be in my head or on my headphones. I love all different kinds of music, but rap is my favorite of all of them. For me, music takes me away, it has always been my escape in life.

If I had to choose my vision or my hearing, it would be my hearing. I could not possibly imagine a world without music. No music for me would be like oblivion. Like Friedrich Nietzsche said "Without music, life would be a mistake." I love music more than any words could possibly explain.

By: Emily Combs



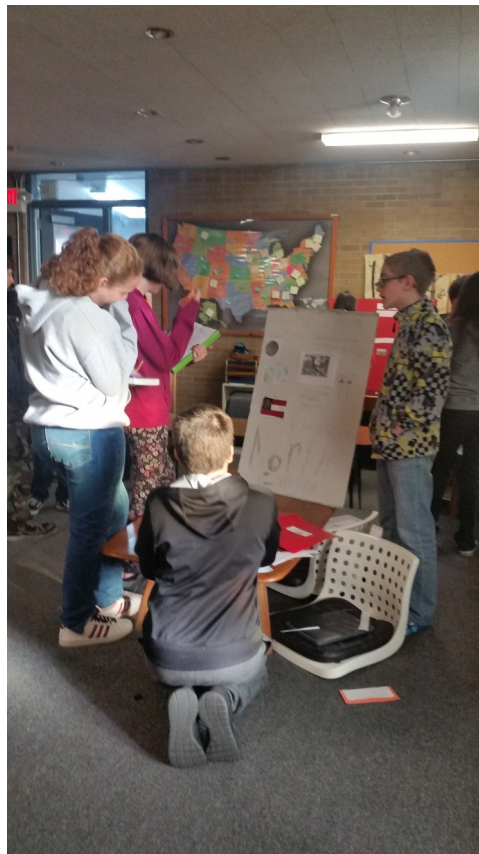
The Colonial Fair presented by Falcons.

Falcon Students Attend "Colonial Fair"

As part of their study of the 13 British Colonies the Falcons created and attended a mock "Colonial Fair" in class this month. Half of the class was given the task of creating a "booth" promoting one of the colonies. They researched factual information about their colony and generated reasons why a British citizen would want to leave their homeland and live in their colony. Students then put that information on a posterboard to advertise their colony during a fair, attended by the other half of the class, who played the role of 18th Century British people interested in moving to the New World.

The eighth grade class, acting as potential colonists, did an incredible job asking the colony representatives questions about the colony's climate, economy, agriculture and religious freedoms. The eighth graders were tasked with assessing each colony "booth" and ranking the colonies based on which one

they would prefer to move to. The representatives were prepared for the questions with answers on their boards and in their memory from their vast research. The fair lasted for about an hour and was seemingly enjoyed by all!



Journie and others learn about Carson's colony.

Falcon Language Arts Update Science and MORE...

Falcon Science students are reading excerpts from a book called, *How Plants Work, The Science Behind the Amazing Things Plants Do*, by Linda Chalker-Scott. This book provides real world examples of why we must learn chemistry and biochemistry. Growing from a review of a plant cell through secondary compounds and macro nutrient cycles, Ms. Chalker-Scott outlines how the **Periodic Table** really does underlie all matter and life on Earth.

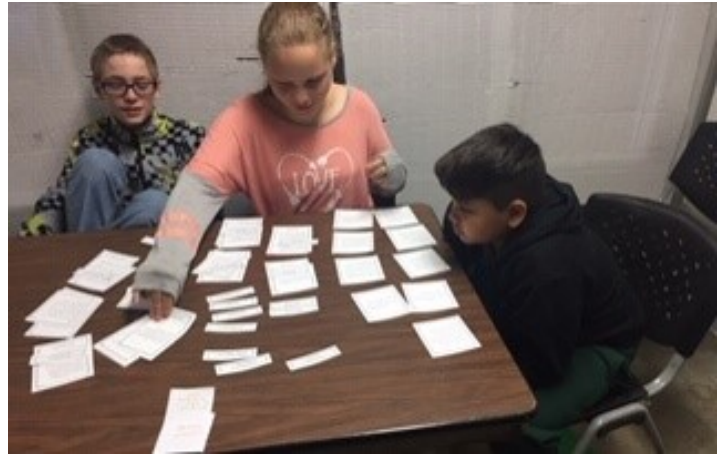
There has been great cross curricular ties between our science learning, micro business, and even our Socratic Seminar topics. **NM's** secondary classes, middle and high school, are working to start class wide micro business experiences. The native plant nursery has provided an awesome opportunity for Falcons to learn the various roles that make a business function. Students chose jobs and then worked in 'department' groups to define the roles and responsibilities for making the nursery a success. This entrepreneurial experience provides students the means to learn economics and discuss business ethics.

In our **Socratic Seminar** we have analyzed concepts like money, power, time, and data analysis through reading poems and historical text. These larger concepts enable students to see connections between the work they are doing and the larger culture that we are a part of. In a Socratic Seminar activity, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn't use the discussion to assert their opinions or prove an argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

"I never teach my pupils. I only attempt to provide the conditions in which they can learn." – Albert Einstein



Falcons complete body tracing for their present and future selves writing project.



Journee, Carson & Malaki card sort plant cell organelle functions.



Josh and Serena card sort the parts of an atom.

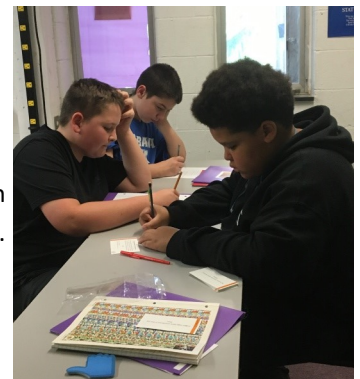


Sterling uses atom board.



Journee explores the garden.

Willie, Kyle and Dustin complete grammar work.



Even Wings Have Roots

Typically one would associate the term, "Roots" with a flower or a tree, but this session, the Wings have made this their theme. Many of the students in the Wings class have grown deep roots in the Nightingale community while others are newer to our school and are just sprouting them. Whether the students have deep or shallow roots here, they have all been participating in activities that apply the term to several different aspects of their lives, the nation, and as a species.

In history the students have begun to examine the earliest of civilizations known to mankind and explore how those communities have served as the basis of our modern society. In English language arts the Wings have been writing about the roots they have grown in their personal lives and at Nightingale as well as describing how certain individuals have helped them grow throughout their childhood. In astronomy, the Wings are exploring the origins of our understandings of the night sky, while in both biology and ecology class, they are looking at the interconnected nature of all living things, like the roots of neighboring plants that are indistinguishable and intertwined with one another. Art history students are learning first hand about the roots of human expression by making paints from natural materials found in our yard and applying them in our classroom's cave, otherwise known as the supply closet.

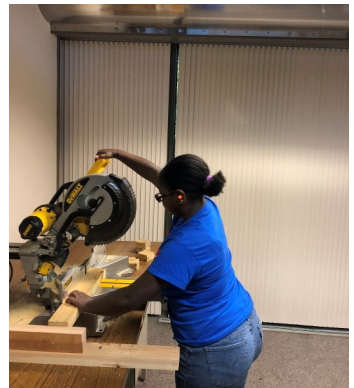
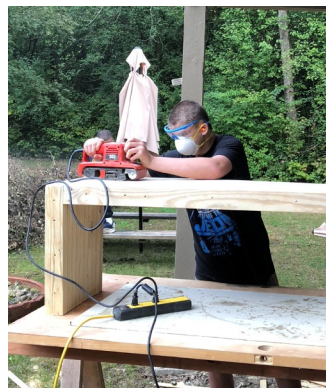
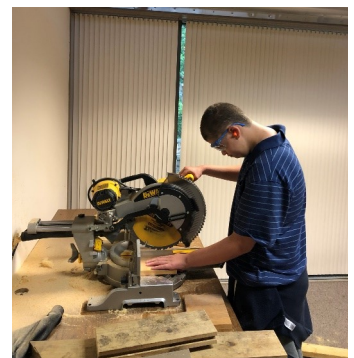
We have been studying the roots of our identity as a Montessori school by viewing and discussing a documentary on Maria Montessori's life. We also have taken a trip to Springfield Heritage Center to learn about the roots of Springfield history from the earliest Native American dwellers to the founders of the city in its current form. Students are now planning their own tour of Springfield history that they will lead for each other during our upcoming Explore Week.



Javion



Aidan



Wing News



Opportunities for Reflection

As a Montessori high school program, the **Wings** incorporate self-reflection into all aspects of our curriculum. This is an important part of prepare for life as an independent adult, where they will be answerable to themselves first and foremost for the kinds of decisions they make on a day to day basis. For example, when completing an assignment, students attach a turn in slip where they evaluate how they feel they did on the assignment before a teacher looks over it for accuracy and completeness. They fill out a self-assessment of their learning, community involvement and organization for each two week checklist they complete in every class. When a student makes a choice that is in discord with our classroom values, they reflect on how and why they made that choice, and what resources they need in the future to help them make better choices.

During our upcoming **Explore Week**, students will be reflecting on their learning and growth during the first cycle of study as they are preparing for their first student led conferences of the year. This will involve finding their favorite work and their best work from each of their classes to add to their portfolios and creating a plan for what strengths and weaknesses, areas of growth and goals for the future they would like to share with their parents and guardians. This is an excellent opportunity to both support and encourage your adolescent on their path to independence.

We ask that everyone who has not already done so please choose an available time to sign up for a student led conference so that you can hear from your student how the year is going, and where he or she would like to go from here. Parents who attended the fall parent meeting already have signed up for a date and time, but we ask all others to call the office or email one of your child's teachers to set up a day and time. We will include a reminder about conference sign ups in the upcoming grade cards for the first quarter.



Guest speaker Chad Younts Senior teaches the Wings about financial responsibility.



More paint making.



Seth and Elijah working on their "cave" art.