



# Nightingale Notes

October 2022

## November

18 Midterm Quarter 2  
21-25 Thanksgiving Break - No School

## December

5-9 Holiday Gift Shop  
19 Winter Break Begins

## January

3 Staff Day - No Classes in Session  
4 All Classes Resume  
6 End of Quarter 2  
16 No School - MLK Jr Day

sible to dance with them. Throughout the dances, the hoops intertwined to suggest flying Eagles , butterflies .and one large globe of all the hoops finally spinning around on high.

We suggest you check out his many YouTube videos - Like the one held at the Smithsonian.

We were so saddened to hear of his sudden death the week before coming to dance for our school. We would like to send warm clothing, books and supplies to the Montessori School at Standing Rock .

For more information about our Kevin Locke please read below.

**Kevin Locke, Tǎokéya Inǎžin--meaning "The First to Arise"-- is Lakota (Hunkpapa band) and Anishinaabe.** Kevin was a preeminent player of the Native American flute, traditional storyteller, cultural ambassador, recording artist, educator, fluent Lakota language and sign language speaker, and member of the Baha'i Faith. Kevin was most known for the Hoop Dance, the Hoop of Life, a prayer for the unification of all humankind.

Kevin started his career as an educator, having received a Master's degree in Educational Administration from the University of South Dakota. In 1980, Kevin accepted the invitation to serve as a cultural ambassador for the United States Information Service. Since then, Locke had traveled to almost 100 countries and continues to perform both nationally and internationally. Whether performing the flute or Hoop Dance, he emphasized universal themes, such as the universality of the human spirit and its inclination towards peace, balance and harmony.

His honors include serving as a delegate to the Earth Summit in Brazil and as a featured performer and speaker at the Kennedy Center and the United Nations Habitat II Conference in Turkey. Among his awards are a National Heritage Fellowship from the National Endowment for the Arts, a Bush Foundation Award and a Native American Music Album of the Year award for "Earth Gift," one of his numerous albums. Mr. Locke also served on the advisory board of the World Flute Society. Even though he has performed in many prestigious venues to dignitaries such as Nelson Mandela and Dalai Lama, his favorite audiences were children and youth. Kevin found tremendous value and satisfaction in utilizing traditional folk arts to nurture the full potential of young people, empowering them to realize their innate nobility and arise to advance humanity through a recognition of the oneness of humanity,

Nightingale Montessori was extremely honored to have planned to host world renown Kevin Locke as our first performance to celebrate our final passage of three more classes, office and commercial kitchen into our newly renovated building.



Members of the Baha'i community were offering a one of a kind special performance at NM. The special message of Unity for all humankind is one we were eager to hear through the symbolism of his Lakota hoop dance. The hoops each depicted the circles of our individual lives which became interconnected

through the various dances. Kevin demonstrated that if he pulled out one hoop , they would all collapse making it impos-

# November Stewardship

# Nightingale Montessori

These Volunteer Opportunities are from 3:30 pm to 5:00 pm each day.  
We will be meeting in the North Parking Lot of 2525 North Limestone.

Tues. Nov. 1st

## Fall Clean Up Begins

- Gathering Leaves for Composting



- Prepping Gardens for Winter

Wed. Nov. 2nd

## Fundraising Strategies for Spring Bulb Sale

- Contact List for Pre-Orders
- Define the Timeline

Tues. Nov. 8th

## Expansion Projects:

- Pull Up Bar Construction
- Mulch Fall Zones
- Greenhouse Development

Wed. Nov. 9th

## Checklist for Woodland Restoration Project:

- Drone Photographs
- Species Inventory
- Printable Packet

Tues. Nov. 15th

## Storage for the Long Winter

- Finalizing Material Depot
- Healing in the Nursery
- Stock deep in mulch

Wed. Nov. 16th

## Research Grants for 2023

- Prioritize with dates, goals, project objectives
- Identify Community Needs - Solutions

## Goals This Month

Gathering: Leaves, Nuts

Storing: Carbon, Nitrogen

Planning: One Year,

Five Years and for

Five Hundred Years



EACH EVENING WE WILL OPEN WITH GRATITUDE

- Getting to share Nature's abundance

- Comfort that does not cause poverty

- Connections for reciprocating education

- soil not Toil!!



## The Kitchen is a Classroom: From High School Erdkinder to Eagle Monthly Interns

The Wing students in the Culinary Program are getting more familiar with our new kitchen. The large hood, range, industrial ovens and mixers are all very different from the economy kitchen we were used to before. Wing students are still in the planning stages of their projects. They are working through a curriculum based around food service professions and considering the roles, education, responsibilities and connections that are part of their career options. The afternoon Culinary Erdkinder students are prepping jobs for the younger grades to complete the following day for Gourmet Grub. Eagles are working in month-long shifts so that they can master the tasks at hand. It is always a joy when an Eagle can teach a Wing how to help complete a job in the kitchen. The Owls have a few students per week that have specific goals while they are in the kitchen. Falcons, who were the leaders in the kitchen the last few years at 1106 High street are now in the position to mentor new students and younger grades.



Gourmet Grub



## Fine Motor Work in the Hummingbirds

Fine motor skills involve a refined use of the small muscles which control the hand, fingers, and thumb. Little hands need to develop dexterity and strength. The development of these small muscles are vital in early childhood as they equip children with the ability to perform many tasks that serve important functions to their daily lives, promote independence, and improve self-esteem. Fine motor development also provides the child with the strength and ability to isolate the pointer finger and thumb to use a pincer grasp. This is very important to help prepare for a strong pencil grasp that will be needed for future writing.

Fine motor skills do not develop quickly or automatically. They require understanding, time, and patience. The **Hummingbird** staff, like **Dr. Maria Montessori**, understands fine motor development to be one aspect of a balanced approach to guided development that includes mental, physical, and moral aspects. Researcher **Raymond Prendergast** (1969), found that children who attended a **Montessori** preschool outperformed children from a similar background attending conventional preschools, specifically in the areas of hand-eye coordination and visual perception. Both of these areas are strengthened through fine motor activities.

The **Hummingbirds** are provided with multiple opportunities to develop and strengthen these skills each day. Each fine motor lesson that is mastered paves the way for the next lesson. Some of the recent lessons the children have been working on in this specific area include:

- Turning pages in a book
- Placing pieces in and out of a puzzle
- Stacking blocks
- Rolling, squeezing, pulling, and pounding Play-doh
- Holding a crayon between finger and thumb
- Cutting with scissors
- Using spoons, forks, and cups (with minimal assistance) at mealtimes
- Painting

These are just a few of the many lessons the **Hummingbirds** will participate in during this school year. You will continue to see other ways the **Hummingbirds** strengthen these skills in future newsletters. Look for ways your child can strengthen these skills at home too!



Breckon paints with Q-tips.



Irha cuts paper using scissors.



Jax uses tongs to pick up objects.



Layla practices her pincer grasp.



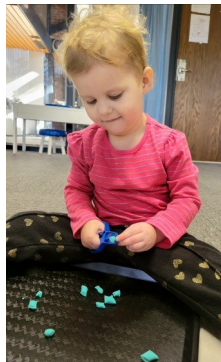
Zamirah concentrates on drawing circles.



Adelaide rolls Play-doh.



Maverick pounds Play-doh.



Gintey cuts Play-doh.



Jonah practices making marks.



Huck stacks stones.

Chickadee students work with Jared clearing space for new pick flower gardens. The planned gardens will provide flowers throughout the year that the children can cut for flower arrangements in the classroom.

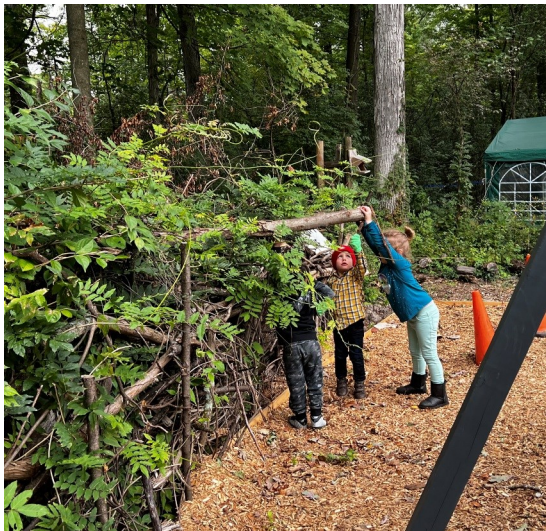


Tinsley, Millie, Paxton and William work together.



Willow Joy, Tate and Crew lay the foundation for the new flower bed.

# Chickadee News



Annabelle and Tate work together to clear a log out of the garden space.

## Chickadees exert control over fulfilling their own needs.

We are encouraging pride in children taking care of their own needs responsibly. Waste packaging will be sent back in lunch boxes to increase awareness of the need for reusable containers. Nightingale Montessori is using the same guidelines for independence for catered lunches. Each child scraps off their own plate and pre-washes it with the silverware.

All children will wipe off their table space and sweep under their chairs. In addition to the joy of independence, each child is learning best table manners in how to sit properly and have good conversation during meals.

**Caution:** Some packaged items are impossible for children to open. If your child can not easily access an item in their lunch then it will return unopened. This measure is to emphasize our need for your partnership in helping kids help themselves.

“We are delighted to see such beautiful lunch packing that enables confidence based on self-reliance.



Luna, Crew, Tinsley, Annie, and Tate



Tinsley and Annie

## An Inspired Eagle Project An Example of How Children Own Their Learning

A very special friend of the Eagles class heard about some of the activities the children have been doing during class and in outdoor time. He realized he had some materials at his shop that would be the perfect addition for even more classroom fun. Steve, the husband of our new Eagle teacher, Aimee, dropped off stacks of cardboard, a homemade envelope with the word airplane written on the outside, and some hub covers. He assumed the children would use the materials to make cars, as the hub covers were round and he sent 8 of them. The children had other ideas about how the materials should be used. The children stretched and laid the cardboard from one side of the playground almost to the other and they all climbed aboard as passengers on a large luxury airline. One of the students pulled the papers out of the envelope and deemed them flight instructions and almost the whole class set out on a journey with a pilot and a co-pilot.



Eagle News

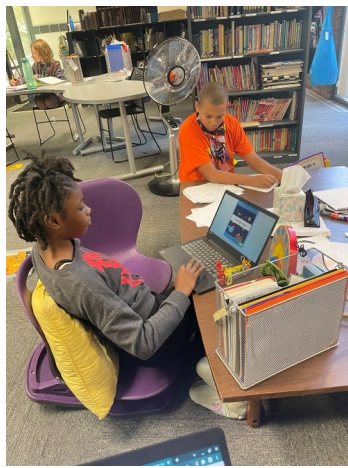


### Geography

In Geography Eagles have been working with cardboard to make an oversized version of the USA and South America, the children are most impressed with Brazil,



Mo and Amyah study Geography landforms.



Ja'Miyah works on Language. Amontay works on English.



Monica builds 2D and 3D shapes.



Judah explores 2D vs. 3D shapes.



Ja'Miyah works on English.



Owls stay on base during a game of tag.



River, Jaleeya, and Layla do art.



Amyah and Ja'Miyah do yoga.

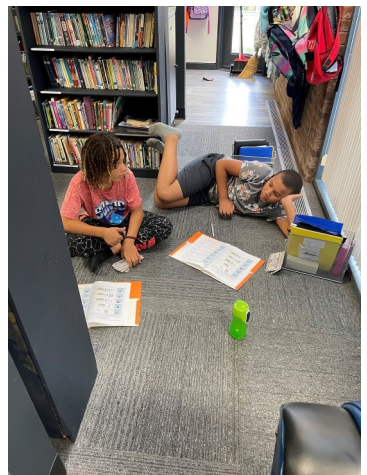
# Owl News



Mo cares for baby rabbits.



Shannin and Jace build simple machines with K'nex.



Amontay and Jace do money work and count back change.

## Snyder Park Gardens and Arboretum

Falcons visited Snyder Park as part of a garden tour. We were able to experience the Kiwanas' Hollandia Children's Garden and get many ideas to bring back to NM. We had a tour through The Settlers Garden, The Garden of Eatin, OSU test plots, and their Victory garden were explained. Students then enjoyed a picnic lunch and played on the playground. We finished the day with a whole group game of capture the flag that allowed a small bit of competition to help us all learn how to win and lose gracefully.

These outings into the community are essential for adolescents. Falcons are starting to look to larger social issues and what role they can play in adult society. Seeing the beauty of our park systems and green spaces reminds students that they have the power to make our community what they want it to be.



Hailey Elizabeth at Children's Garden, Snyder Park.



Yahir is the Gnomon in the Sun Dial at the Children's Garden.



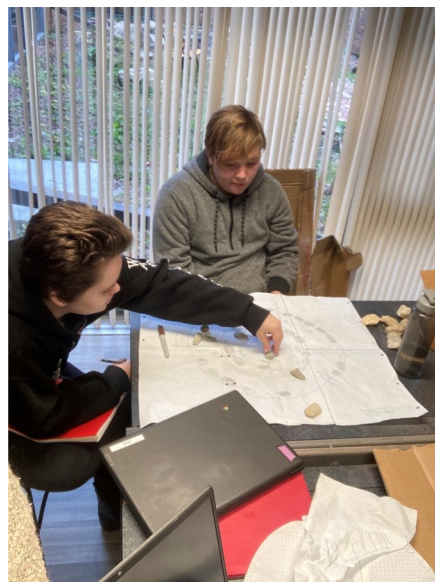
Chino takes initiative to help split wood .

**"The chief symptom of adolescence is a store of expectation, a tendency toward creative work and a need for the strengthening of self-confidence," (From Childhood to Adolescence 63).**

The Falcons are a diverse age range from 6th - 8th grade. We have ages from 12 - 15. There is so much growth and transition that happens during these middle school years. We focus our goals on independent growth and not comparing ourselves to others. The diversity in the classroom enables each student to know they are on their own journey and that they will pass milestones at the time that is appropriate. We work on building confidence through a variety of work; academic, social, conflict resolution, garden work, exercise, community service and just playing. This involves independent initiatives, like Chino chopping wood. As well as cooperative work like Dakota and Parker creating their design. Flexing ourselves into new situations builds confidence in our abilities and willingness to try new things.



Wyatt, Chino, DaeSha and Ladainian collaborate in Science.



Dakota (Zoie) and Parker design a model of Stonehenge.



## Our NM Rabbit Family

With the start of the school year, Wing and Falcon teacher, Andrew, brought in two rabbits. Within a few weeks of having them in their special place inside the Wings outdoor pod section, 6 baby bunnies were introduced. The mother, named Cuddly, had a litter of gray and tan babies. Sadly with the intervention of a stray Maine Coon, three of the babies have passed away. With the remaining babies, we added another layer of wire around the cage, in hopes of keeping them safe to adulthood. Students are allowed in two at a time to hold and pet the babies, and they have all stolen our hearts.



Alex bonds with one of the baby bunnies.



## Wing Program Cell Phone Policy

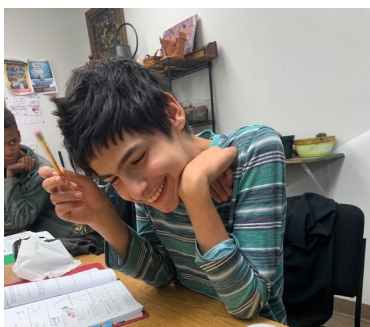
Students in the Wing Program are NOT permitted to keep their phones in their possession during the school day. They cannot keep them on their person or in their bags. If phones are brought on school grounds, they MUST be turned into a teacher, where they will be locked in the safe box until 2:45pm. Late arrival does NOT exclude the student from these expectations.

ALL STUDENTS MUST EITHER:

- A) Provide a note from a parent or guardian stating that the student does not own/have possession of a phone at this time, therefore there is nothing to be turned in.
- B) Provide a daily note from a parent assuring the teachers/Nightingale staff that the parent/guardian is keeping possession of the phone at home.
- C) Turn in their phone each morning.

Students who do not do one of the above will be sent to the office for follow-up with Maria

## Wing News



Jeremy visualizes his Algebra work.



Ethan is focused on his Chemistry work.

## Erdkinder Studies

Much of Maria Montessori's research is synthesized into her books: *The Absorbent Mind*, *The Secret of Childhood*, *Discovery of the Child*, *The Advanced Montessori Method*, *The Formation of Man*, *Education and Peace*, *Education for a New World*, *The Child in the Family*, *From Childhood to Adolescence*. Her writings on Erdkinder were included as Appendix A in *Childhood to Adolescents*. This was the outline of an educational system that extended her educational philosophies through adolescents and into adulthood. Through all of her research and writing, one theme regarding the reform of education is repeated and reinvisioned over and over.

"Everything that concerns education assumes today an importance of a general kind, and must represent a protection and a practical aid to the development of man; that is to say, **it must aim at improving the individual in order to improve society.**"

- Maria Montessori, Erdkinder Essay

Montessori defines Erdkinder as 'land children'. Last month we discussed the unfolding of a land based and/or place based program at Nightingale over the past couple years. Pat Ludick, a modern Montessorian, is researching land based education programs here in Ohio. She states that, "the connection between humans and the land is essential in terms of their personal development and their intellectual growth. For the adolescent it creates a sense of wonder and intrigue, all the while holding with its boundaries a springboard from which to engage in multiple studies centered around the cosmic task."

At Nightingale our place is Springfield. Nightingale is a representative sample of the community at large. Our school mirrors the demographic of our community. We are diverse in culture, history, ethnicity, economics, religion and family structures. Our school is also a great representation of Springfield geographically. Springfield is an urban city of 60,000 residents that is bordered by some of the most beautiful land in the country; Gallagher Fin, Cedar Bog, Davey Woods, Glen Helen, Clifton Gorge, Cedarville Falls, John Bryan. The 2525 campus is within the city limits but is bordered with amazing woods. We are fortunate enough to have these diverse wonders of nature so close but still live in a large community of interdependent humans. Montessori said, "The observation of nature has not only a side that is philosophical and scientific, it has also a side of social experiences that leads on to the observations of civilization."



**Brit Lit**  
The students in the British Literature class are reading William Shakespeare's classic take on teenage angst, Romeo and Juliet. Many of them have been surprised at how much they are enjoying the process, even if the language is a struggle.

**American Lit**  
The group of students in the American Literature class have been reading short stories like "The Legend of Sleepy Hollow" and the play "The Crucible"; they are finishing their lessons on early American literature with "The Scarlet Letter".

## The New Jungle Gym

By: Willie Calhoun

There is a new addition to the outside areas for the Owls, Falcons, and Wings! The Wing students are in the process of building a new jungle gym to replace the old tire swing. We all have good memories of the tire swing, but we can make new ones with the jungle gym.

The project began when the Erdkinder groups made a plan with the help of our friend Lloyd. He came up with the plan to build a jungle gym that's safe for the younger classes but big and strong enough for the Wing class. The lovely students that have worked on the jungle gym are Willie, Aidan, Roy, and Dominic.

**Who is Lloyd?** Lloyd is a retired gentleman who has agreed to help us at Nightingale. He is volunteering to guide us on this project.

**How is he qualified to design and help us build a jungle gym?**

Lloyd is a retired construction worker. He worked with plumbers, electricians, and carpenters. Lloyd said, "I did my research and I know my design is solid."

**Who is the jungle gym for?**

The jungle gym is for Owls, Falcons, and the Wings to all have fun with

**Where is the jungle gym being built?**

The Owl and Falcon play yard

**Who is helping?**

Microbusiness and Ecology

**How are the Wings helping?**

We are currently digging out the post holes and getting the concrete ready to pour so we can start assembling the monkey bars and rock climbing wall

**What is the current progress? Or what have you all completed so far?** Four out of the eight post holes are dug out and ready for the mix to be put in. The jungle gym should be ready to play on in a week or two!

