



Nightingale Notes

March 2022

April

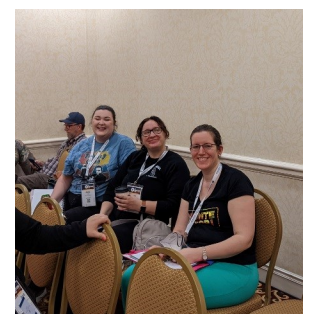
3/28—4/8 State Testing Grade 3-12
11-18 No School—Spring Break
18 Staff Day—No Student Attendance
22 Midterm Quarter 4



AMERICAN MONTESSORI SOCIETY®
education that transforms lives

The American Montessori Society, AMS, has an annual convention and Nightingale teachers were able to travel there to learn. This year the conference was held in Nashville Tennessee at the amazing Opryland Convention Center. Staff attended diverse classes regarding and array of subjects including the following; Moving Beyond the Binomial Cube, Demystifying Algebra, Learning differences in the Secondary Classroom, Art and Geometry, The Islamic-Jewish Conundrum, Enticing Students into Written Expression, Keeping Students Engaged - Cocreating Learning Environments for Secondary Education, How Montessori Preparation of the Teacher Contributes to Anti-Racist/Anti-Bias Education, Burnout Cure - Learning to Love Education Again, Resilient Mental Health - Build Resistance in Challenging Kids, and so, so much more.

We heard from keynote speakers inspirational Ashley Judd and the insightful Dr. Wilderson. We were able to collaborate with Montessorians from around the world. Thanks to all that helped make this happen!





Change in Calendar for Chickadees and Wings

During this year we have endured snow delays, inclement weather cancellation, classroom closure due to COVID caused absences and classroom closure for plumbing/ water repair. We will have a different End of Year/Last Day for the

Chickadee and Wing classrooms to account for these lost hours. The other classrooms (Hummingbirds, Eagles, Owls and Falcons) that accumulated lost hours were accounted for in the calendar year hours allotted for cancellations.

End of Year Date/Last Day of School for Students

Hummingbirds, Eagles, Owls, Falcons	June 1
Chickadees	June 3
Wings	June 2

North Campus Update

Progress continues towards our goal for all of the NM community to begin the 2022-2023 year at our North Campus.



The Falcon and Owl Pods finalized inspections.



Summer Program: Eagles, Owls and Falcons

When: June 6-23 (M-Th) 8:00-3:00

Where: 2525 North Limestone Street.

Who: The NM June team will be **Jared Martin**, who will lead the students in prepping the gardens and helping prepare the outdoor spaces for the full school move planned for Fall 2022. **Yasmin Dye** will guide language classes. Music instruction will be provided by **Daniel Dye**. **Andrew Hahn** will introduce students to animal care and environmental responsibility. **Jayne Woodward** will use mathematical principles in the construction of animal housing and landscape design. **Stephanie Woodward** will work with students to prepare freshly harvested food from the school gardens to share during the lunch hour. Practical life lessons relating to nutrition, kitchen safety and food science will be incorporated into the lunch program.

What: NM will provide a **free breakfast and lunch** to every student. Each program day will start with a whole group meeting that highlights the key concepts for the day followed by small groups that will cycle through stations with enrichment activities. The daily projects will be linked to the key concept of the day and will require math, reading and critical thinking to work toward the goals.

Contact the office at administration@nightingaleschool.org to enroll your student into this exciting learning experience.

Summer Program: Chickadees

You will be receiving a survey from the Chickadee program for interest in attending a summer program. If you are interested in your student attending a summer program from June 13—July 22 please email the office at administration@nightingaleschool.org and further details will be

All School



Final test for Falcon Pod with building inspector for electric, H-Vac and fire alarm with real smoke.

National News Update on Federal Nutrition Program

School Year 2022-2023: Anticipated Return to Traditional School Lunch and Breakfast: The federal Omnibus Appropriations bill did not contain language or funding to extend pandemic child nutrition waivers for school meals programs. Current school lunch and school breakfast program waivers expire on June 30 and Summer Food Service Program waivers expired September 30, 2021. As such, minus a congressional act, traditional rules and regulations for school lunch and breakfast will resume for school year 2022-2023 and traditional rules and regulations for the Summer Food Service Program will resume this summer. Unless a school participates in Community Eligibility Provision or Provision 2, schools will count and claim student meals based on the student's eligibility of free, reduced or paid, as determined by a qualifying meal application, direct certification or other categorical eligibility. Additionally, meals must be served and consumed in a congregate in-school setting. The Office is planning webinars and preparing fact sheets to help schools with this transition and will share these resources soon. Nightingale Montessori will share news as we become aware of the changes.



Iris utilizes pineapple coring tool.



Morgan prepares fresh fruit for all.



DaeSha makes dipping sauce for Asian stir fry.



Germanie practices counting with delicious whole wheat rolls.



Falcons melt toppings for a cake.



Shay, Iris, and Danni prepare homemade pie for Pi Day. Thank You!

Gourmet Grub

Strengthening Fine Motor Muscles

"The human hand allows the mind to reveal itself." - **Maria Montessori**

The **Hummingbird** staff, like **Dr. Montessori**, understands fine motor development to be one aspect of a balanced approach to guided development that includes mental, physical, and moral aspects. Fine motor skills involve a refined use of the small muscles which control the hand, fingers, and thumb. Because little hands need to develop dexterity and strength, the **Hummingbirds** are provided with multiple opportunities to develop and strengthen these skills each day.

The photos in this newsletter show some of the many ways the **Hummingbirds** are working hard to develop these small muscles. The children are displaying their abilities to complete crucial tasks like reaching, grasping, and moving objects. Beginners like **GeVaya**, who is reaching out to grasp a spoon that is handed to her, will soon be able to successfully use a spoon to pierce slippery fruit like **Jonah**. Both **GeVaya** and **Jonah** will eventually be able to manipulate a knife to slice a banana like **Luna**.

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 also improve hand-eye coordination, precision, and visual perception.

These are just some of the many benefits to the development of fine motor skills. 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!



GeVaya practices using a spoon.



Jonah successfully uses a fork.



Luna slices her banana.

Continued development of fine motor skills will provide the **Hummingbirds** with the ability to complete everyday self-care tasks that will increase 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

Montessorians at Work

Montessori Education is all about experiencing **self-motivation** to learn what they did not know and do what they had not yet done.

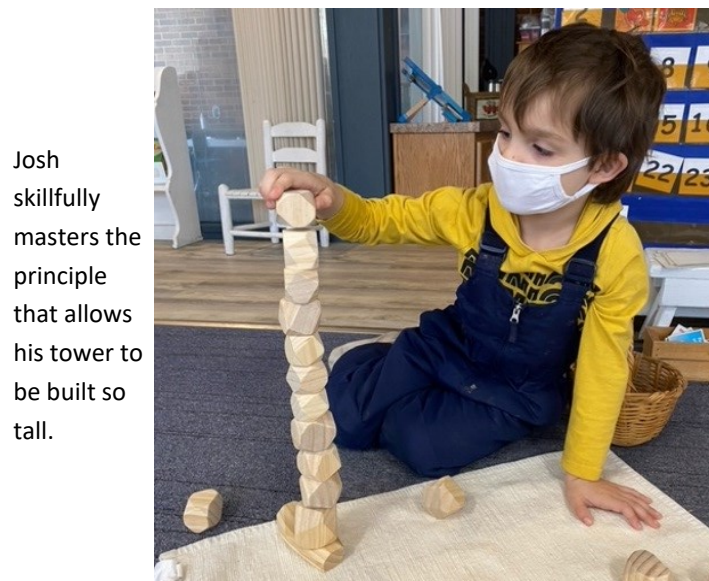
The **Chickadees** show concentrated focus and enjoyable interest in their lessons. This means they have accepted a personal challenge to **self-perfect**, an inborn human trait to stimulate meaningful learning.



With the new use for the face mask, Skye is on the brink of her triumph over the difficulty of building the trinomial cube blindfolded.



Aubrey delights in her ability to master matching while sequencing 10 cylinders.



Josh skillfully masters the principle that allows his tower to be built so tall.



Javon is assessing his own progress making the exact shape that appears totally under his own careful and confident control.



Nez and Jay in a group of six enjoy learning the names of solid shapes in their geometry lesson with Sandra.

Chickadee News



A small group shows concentration while using rhythm sticks with Janelle

"The land is where our roots are. Children must be taught to feel and live in harmony with the Earth." **Dr. Maria Montessori**

Spring is in the air, the dust has settled from the move, and the Eagles have planted their roots. We nourish our environment in continuous pursuit of a balanced homeostatic classroom. Grace and courtesy lessons are a weekly happening. With so many worldly events today, we have daily lessons on gratitude, empathy, compassion, and kindness.

The Eagles have been working with our horticulturist, Jared, on the expansive outdoor environment. They are involved in the planning, coordination, construction, and management of the project. So far, the projects have included planting fruit trees in our mini orchard, vegetables in the garden, and wildflowers in the beds. They have also been working on the outdoor science work station, treasure mining pit, log jumps, perimeter building, and theater stage.

Our science lessons have been focused on botany. We investigated the needs of the plant through self-directed activities. We experimented with seed germination, dissection, and controlled and variable experiments. Studying Photosynthesis helped solidify the importance of plants.

In geography we worked with compasses and grid maps to learn about latitude and longitude. A number of students have enthusiastically begun studying Spanish. In geometry we explored different types of quadrilaterals.

This has been an especially exciting time with all the spring activities and the excitement that the warm sunshine and beautiful weather bring.



Addy and DaSahyla work in the dirt with Jared.



Nathalie and DaShayla read and clap their original composition.



Finn listens and observes while Liam explains a bee.



Students spent time at the Boonshoft Museum lab. Lessons and hands-on-explorations using a catapult were enjoyed by all. Students tested cotton balls, foam balls and paper balls. Students discovered factors for successful long distance travel from a catapult such as composition of the material, the length of the catapult arm and the force of the launch.



Students discovering how force and friction work with different materials.



Lola works the gears at the Boonshoft Museum.



Ma'Kenzie, Lily, Lukas, Wyatt and Noah observe an animal habitat in the mini zoo at the Boonshoft Museum..

Owl News



Extended work time allows Owls to reach a focused concentration level and work on individual goals.

Pi Day!

On 3-14 at 1:59 PM we culminated our Pi Day activities with a celebration. During the day students found circles throughout the school, measured the diameter and circumference, and calculated the value of Pi. Students built a math timeline of contributions to math from 20,000BCE to our current century. Many students practiced learning the digits of Pi in preparation for a contest to be held at the end of the day. For our party we enjoyed individual "pies" with yogurt icing and fresh fruit toppings.

Several students chose to compete for a pie to take home and share with their family and were ready to recite as many digits of the number Pi as possible. **Noah Lambdin** won with a recitation of 100 digits of Pi! (His brother, **Zane** won in the Falcons with a recitation of 200 digits of Pi! Congrats to both **boys!**)

FALCON EXPLORE WEEK



Beautiful Stained Glass display at the Franklin Park Conservatory Children's Garden.



Butterflies in Metamorphosis.



Butterflies at the Franklin Park Conservatory enjoy a sweet treat.

Falcon News



Audrey and Kyle pose with a moose statue.



Kyle, London, Jewel, Alyssa, Klynn, Janiya, and Gaby enjoy Get Air.

FALCON ENGLISH, SESSION 4

Falcons will have the opportunity to choose their text for Independent Study

As the different reading groups from session 3 finalize their work, they are looking to session 4. Session 4 in the Falcons is a chance for each student to choose their own novel, non-fiction book, or graphic novel to read, analyze, and eventually write an essay on. Students are asked to choose any book they want to read, as long as:

- A) It is academically challenging for the student
- B) It will hold their interest for the duration of the session
- C) A parent or guardian has signed off.

Please look for a Permission Slip coming to you the week after Explore Week!



Wings: New Schedule

The Wings have implemented a new schedule for the fourth session. This schedule eliminates times of the day students tend to get off task and allows them to participate in more electives that interest them. New electives offered include creative writing, music, mental health studies, mythology, ASL, Earth science, and P.E., along with previously offered sewing, microbusiness, ecology, and art. The Wings team is looking forward to exploring student interests and opinions through these new elective options, as well as continuing the meaningful work of previous electives.

The new schedule also allows students more time in their class blocks each day, allowing them more access to their teacher and more time to work with content. It will be an adjustment for all, but the Wings team believes this schedule will benefit students immensely.



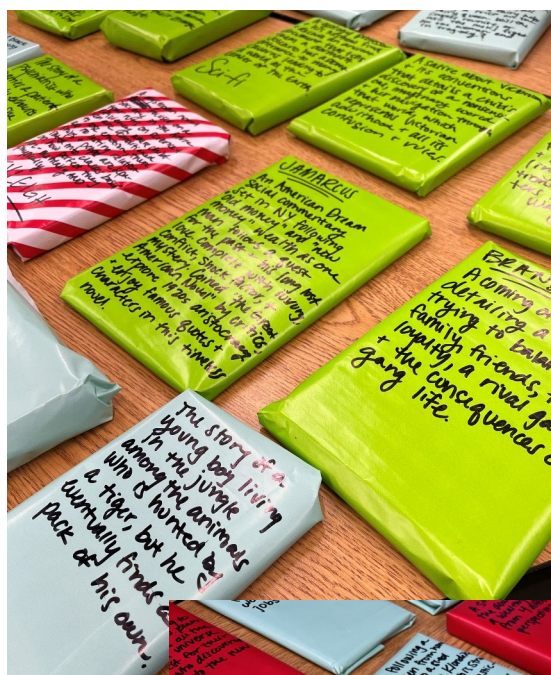
Wings processing fire wood.



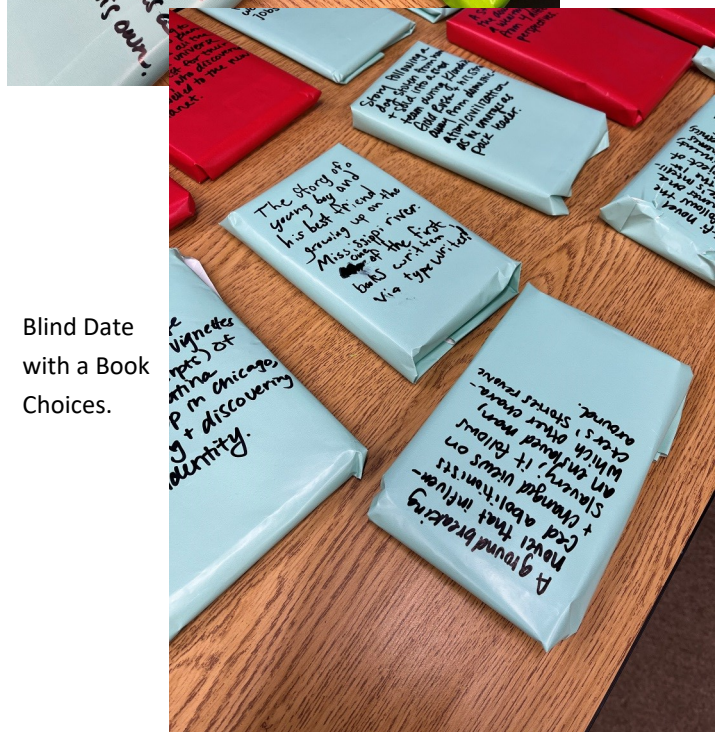
Eagles work with the Wings.

Wings English: Session 4

In Wings English, we will be doing an independent study for session 4. Students chose their books to work with Tuesday during session 3 explore week. They chose books based on a “blind date with a book” system, where I—with the help of some much appreciated students—wrapped each book and wrote a summary of the book on the gift. Students then read the summaries and chose a book that sounded intriguing to them. They seem to be excited about this system and their choices. This session, for the duration of the allotted time to finish their books, students will explore different critical lenses and analyze texts through those lenses. The session will culminate with a critical lens essay about their book through a lens of their choosing. I am excited to hear about students’ book choices and their opinions as well as exploring critical lenses and finding new ways to look at canonical texts through student essays!



Blind Date with a Book Choices.



Blind Date with a Book Choices.



Bo enjoying Explore Week.



Aidan playing dodge ball.



Ethan playing dodge ball.

Wing News



The Wings garage.



Thank you Daydream Builders.