



Nightingale Notes

February 2021

March

- 1 Work Bin Pick Up
- 3 SAT Wing Juniors
- 4-8 **NM IN SESSION**
- 5 Work Bin Drop Off
- 8 Work Bin Pick Up (2 weeks)
- 11-15 **NO SCHOOL**—2nd Vaccine for Staff and Professional Development Days
- 18 PSAT Wing Sophomores
- 19 End of Quarter 3
Work Bin Drop Off
- 22 Work Bin Pick Up (2 weeks)
- 29-31 **SPRING BREAK**

April

- 1-2 **SPRING BREAK**
- 5 **NO SCHOOL**—Staff Day
- 9 Work Bin Drop Off
- 12-30 State Testing—Eagles (3rd Year) & Wings

****Work Bin Pick Up on Mondays and Drop Off on Fridays will continue on normal calendar days starting April 12**

****To Date 2/22/21 we have used 83 of our 96 inclement hour allotment**



Joel Kain, the commercial loan officer of Richwood Bank, conducts our construction loan closing with Board Chair Nancy Schwab.

We Are ALL Moving to New Campus This Fall!

Tim Sanders, who has enjoyed working with our Heron Berry Farm School students will be our contractor. Ron Leach, the architect, along with Triec Electric, DeLong Air, and Cason Roofing have all been working over the past few years with capital campaign funds as they were made available. **It is most exciting now to anticipate the completion of their bids in time to move the entire school by this fall.**

The High School Wings and PreK- K Chickadee classes have already moved to our campus to pioneer learning in the 9.3 woodland acres environment.



Montessori at Home

Montessori isn't just for the classroom. You can easily bring its principles into your home—and doing so can be an invaluable bridge to reinforcing what your child learns at school. Here are some ways to build that connection.

The Prepared Environment

Encouraging order, independence, and self-motivation is fundamental to the Montessori approach. At school, carefully designed classrooms allow students to develop competence in caring for themselves and their surroundings. You can prepare your home in similar ways.

Getting Organized

Having a place for everything, on a child-friendly scale, means that children know where to find what they need, and have a place to put things when they're done. An ordered environment also has fewer distractions, allowing children to focus on the task at hand.

To assist a child, we must provide him with an environment which will enable him to develop freely.

DR. MARIA MONTESSORI

Simplifying Your Home

Simplifying your home environment enables your child to understand what is expected of her. With your support, encouragement, and consistent, gentle reminders, even toddlers are capable of returning items to their rightful places.

For example, limiting toy choices and providing open shelves (instead of toy boxes where toys are heaped in a pile) at your child's eye level allows her to see all of her choices and return objects to their correct places. Sorting smaller items, such as puzzles, art supplies, and blocks by category into trays or baskets makes them accessible and your child can easily put them away.

Keeping extra toys in storage to be swapped out when you observe your child growing tired or bored with the items currently available will keep her interested in playing with new and familiar favorites, and ensure a space that is not only neat and tidy, but also highly valued and cared for.

Last night, the 4 of us were on the couch watching the NBA playoffs, when my son nonchalantly unrolled the work rug. He started building sentences using letters from the Montessori Moveable Alphabet, while his older brother explained the tricky "y," as in 'itchy' and 'daddy.' Watching my children practicing Montessori at home has deepened my understanding of how the approach supports children's learning and their connections with one another.

BRITT HAWTHORNE, MONTESSORI MOTHER OF 2

While the Montessori approach to the home environment can be used in any space, it's particularly useful for children's bedrooms and the family's shared space in the kitchen. It can even work in teenagers' rooms!

The Bedroom

Bedrooms for children of all ages should be free of clutter with clearly designated places for rest, self-care, and dressing.

To nurture independence and self-esteem, furniture for young ones should be child-sized and accessible. For example, a closet with low-hanging clothes and limited choices will enable your child to make his own clothing choices for the day and put away clothes independently, setting the stage for maintaining tidiness and organization later on.

For older children, including "tweens" and teens, bedroom space should provide a place to sleep, play, and work, and should allow your child to feel ownership of her own space. The bedroom can be an expression of your child's unique personality and interests, such as by allowing her to choose her own artwork and paint color, so that she feels pride in caring for her own domain. All areas of the bedroom should provide opportunities for clutter control to reinforce the value of organization and care of the environment, and your child should be fully responsible for maintaining tidiness in her own space. Particularly when your child is older and is responsible for completing independent reading or homework at home, her workspace should provide a clutter- and distraction-free workspace for focused concentration.

The Kitchen

Welcoming young children into the kitchen is one of the easiest ways to support your child's growing independence at home. Groceries can be placed on low, easy-to-reach shelves, so your child can make choices and be responsible for replacing items to their correct places. A stool placed near the countertop will invite help with washing dishes or food preparation. If there's enough space in your kitchen, consider a table and chairs that are child-sized, so that your young one can take part in meal preparation, sit comfortably for snacks, and clean up easily.

Our weekly menu has a few consistent items: fried rice on Mondays, butter shrimp on Wednesdays, and scrambled eggs with fresh biscuits on the weekends. My 3-year-old twins prepare these dishes all by themselves. They also sweep the floor, load dishwashers, or wipe down tables afterward. When I say that, it may seem that I am talking about a magical, mythical fairyland that parents can only dream about. But this fairyland is real, and it is called Montessori. STEPHANIE WOO, MONTESSORI LIFE, SUMMER 2014

Consider using quality silverware, dishware, and other kitchen utensils that are appropriately sized for your child, as opposed to plastic "toy" kitchen items, that allow her to learn proper use of "real" objects for mealtime and food preparation. For example, using a child-sized pitcher and small drinking glass allows your child to pour water when she is thirsty, teaches her to exercise care using real dishes,

and supports her growing autonomy in taking care of her needs. As children grow older, the home environment should grow with them, with care given to supporting their independence in accessing and caring for the space.

The key is including children in your family's day-to-day activities at home—whether they are toddlers or teens—as an expectation from the very beginning.

The Montessori Parent

What is your role in supporting the family's Montessori practice at home?

Observe

Take time to observe your child at home, without interfering in her activity. Is she able to maintain a reasonable level of order? Are materials put away in their designated places? If not, you, as parent—like the Montessori teacher—should consider the child's environment: Are there too many choices? Are the choices available no longer interesting or challenging? Is it difficult for your child to put items away properly?

The ability to focus and concentrate is an important skill for learning. You can help develop your child's concentration at any age by observing what sparks her interest and providing opportunities to pursue it. Set her up with the materials to explore what has piqued her interest, and let her work without interruption until she is ready to choose another activity.

Model, Invite & Practice

Modeling to successfully manage household tasks and providing assisted practice from the earliest ages will result in capable young ones, preteens, teenagers, and adults.

For young children, rather than labeling shelf spaces to signal where items go, demonstrate to your child an object's proper place and practice putting it away with her. You may need to demonstrate a new skill a few times, but soon your child will have memorized the routine and mastered it herself—and she will take great pride in being able to do it on her own.

The same goes for older children—demonstrate how to perform a new activity, such as separating laundry and loading and running the washing machine, and invite your child to practice with your guidance. Soon he will be independently doing the task himself, and meaningfully contributing to the care of your family's home!

Engage

These handouts will give you a general idea of the characteristics of children at different ages, along with thoughts about what you, as a parent, can do to support them at home

Children at the Infant & Toddler Levels (Birth through age 3)

Children at the Early Childhood Levels (ages 2.5 through 6)

Children at the Elementary Levels (ages 6 through 12)

Children at the Secondary Levels (ages 12-18)

Adapt

Based on your observations, make changes to the environment to ensure your child's success, interest, and independence. For older children, work together and include them in the decision-

making process. Give choices, but be sure that you are comfortable with all of the available options, so you support the child no matter what choice is made.

Practice Real-Life Skills

Montessori students learn to take care of themselves and their classroom and to be helpful to others. They wash tables, organize shelves, prepare meals, and assist younger children. In addition to the satisfaction of mastering real-life skills, they come to see themselves as valued members of the community.

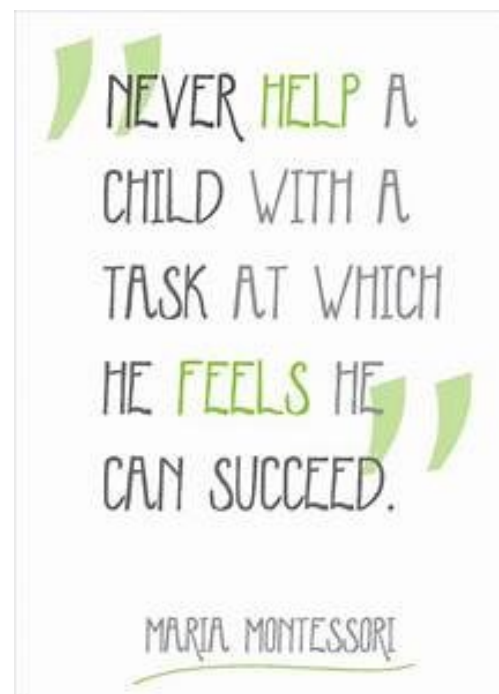
Creating an environment that encourages your child help at home can bring similar rewards. Young children can peel vegetables, fold their clothes, match their socks, and care for pets. Tweens can sort the mail and take out the recycling. And adolescents can read to younger siblings, help with home repair, keep family computers up-to-date, and manage their own bank accounts.

Nurture Inner Motivation

Children are most willing to apply themselves when they feel there is intrinsic value to their work. Some parents use external rewards such as an allowance, gold stars, and merit-based privileges. But Montessori is based on the belief that pride and pleasure in one's own work has lasting, and meaningful, effects that external incentives do not. In Montessori perspective, even praise is given sparingly—saved to acknowledge a child's effort and encourage dedication and commitment to accomplishing a task, rather than the outcome of her work.

By expressing encouragement and appreciation for your children's efforts at home, you—like their teachers—will help nurture an inner motivation that will serve them for life.

<https://amshq.org/Families/Montessori-and-Your-Child/Montessori-at-Home>





Gardening, Even in the Winter
 The lock down has spurred an interest in self sufficiency and strengthening local food systems. Even in the coldest months of winter you can continue to connect with the garden through a number of projects. You can generate compost continuously through saving kitchen waste, paper and cardboard, scrap materials made from natural fibers, even untreated wood. Honestly anything biodegradable can be spared from a landfill and will break down in a compost pile.

The Kitchen Garden

The Kitchen Garden expansion at 2525 was facilitated with a donation from Bryce Hill and grant funds in our Farm to School projects. This garden is tucked into a courtyard east of the Wing Pod and south of the greenhouse. Architectural plans now have the new kitchen centrally located at the north end of the great room, Sam Hall. There will be an exit that leads directly out of the kitchen into the garden closing the loop of farm to table.

Kitchen gardens traditionally include small fruits, vegetables, herbs and commonly used medicinal plants. Eropan raised beds and narrow flag stone paths are giving this garden functionality and a classic kitchen garden aesthetic. Perennial

foundation plantings of American Plum, Raspberry, Chokeberry, Herbs, Rhubarb, Horseradish and Strawberries produce the reliable yields and will be interplanted with annual plants.

Another idea for kitchen scraps is starting a countertop garden. These gardens are more about finding joy using the inedible scraps from celery, pineapples, avocado pits, or even a potato that's started growing "eyes". Sprouts and microgreens are nutrient dense, fresh greens that can be used in salads, sandwiches, stir fry and side dishes.

A more adventurous countertop producer might venture into fermenting foods. This involves growing beneficial probiotics that enhance the nutrition of common foods. Kimchi and sauerkraut are derived from cabbage. Kombucha is a fermented tea whose carbonation is settling to the stomach. Sourdough bread, once started, can be a reliable source for a delicious homemade treat.

Many feel a sense of relief knowing that they are able to meet some of their own nutritional needs and stay productive during the long winter, especially one preceded by a year of shutdowns and quarantine. Keeping our minds focused on the positive things we can do, redirects us from focusing on the things we can not.





Rosie, Germanie, Asher, and Hazel receive a lesson on apples from NM Chef Stephanie.



Austin explores object permanence.



Hazel and Germanie help with laundry.

Hummingbird News



Adelaide identifies a picture of a familiar object.



Orlando manipulates sensory blocks.



Zamirah finger paints.

The Absorbent Mind

The Montessori innate learning trait known as The Absorbent Mind stimulates children to follow prompts to learn from others including their teachers! The main ingredient of the Absorbent Mind that the children crave are ways to become part of the culture into which they are born. Teaching the values of our culture always draws out the self-motivation fundamental to Montessori Education at NM.

On Friday we enjoyed hot chocolate with an exchange of Chickadee friendship stories. Among those experiences they described the fun they had learning a new activity from a friend - climbing up a wall for indoor exercise that classmate Oliver Smith suggested. Alivia learned to use boot jack from Skye.



Sharing hot chocolate



Boot jack trick



Wall climbing



Acknowledging Friendship

Chickadee News

Just as COVID has forced us to adapt our year with new ways to add value to education, our Valentine's Day celebration emphasized a different aspect of "Be my Valentine." As always the **Chickadees** looked past the commercial aspect of this holiday to focus on friendship, empathy, and compassion among the children. Instead of sharing the homemade Valentine of other years, we wanted to have an activity requiring less handling of materials. Since we have been learning to cut paper in geography and geometry classes, we thought it might be fun to put those skills towards making paper doll friendship chains! They would connect all their friends and color in their identifying attributes! The children began on Monday by reading a story of friendship and discussing ways to be a friend. We continued the week with more stories and discussions on ways to enjoy friendships.



An Eagle for a Day!

On January 29, 2021 the Hummingbird staff found themselves in a bout of sickness which resulted in the class needing to be closed for the day. Hazel Moody of the Hummingbirds, daughter of Eagle teacher Haley, accompanied the Eagle class for the morning. As a mother, this was a little nerve wracking for me! I truly was unsure how the morning would go. To my amazement, Hazel nicely joined the other students during the open work periods. It was amazing as a parent for me to see how all of the things she picked up from her own class (putting work on a mat, lining up to transition through the school, respecting others space, and using appropriate volume level) was able to be transferred to this entirely new classroom! On the other hand, the Eagles that were present in the classroom that day were able to apply the same knowledge they experience in their classroom to new situations! At first, there was some confusion on how we might address or talk with Hazel, and how we should show her respect as we would any member in the classroom! Overall, it was a beautiful morning. Another great experience to share together in this "family" community.

Prepare for the Outside Weather!

This is another friendly reminder to help your child come prepared for outdoor education! The Eagle students spend several hours outside each day. We recognize that every child has different comfort levels in outdoor weather. We are asking for your continued and vigilant help! When a child says they are cold, but does not have the necessary items to help them stay warm (a hat, gloves, snow pants, scarf, coat, etc.) we are limited in how we can help them! We have an individual storage system set up at NM if you would like your child to keep items at school instead of trying to remember or find them each day. We understand mornings can sometimes be hectic!

Eagle News



Rhiddlee, DaShayla, Mia and Lucy

Is It Writing or Math? It's Both!

A couple of weeks ago, the Eagles gathered around for a writing lesson. The topic was Bar Graphs. Many students quickly realized the "math concept" of bar graphs and enjoyed the integration in their writing class! They made the connection that many subjects are all intertwined together. They could understand why we were "studying" this in writing class- because we were doing a lot of writing, and they made the comparison as to how they might also see similar works like this in a math class! The students shared and compared their personal bar graphs with each admiring the differences! For example, on a "family bar graph" some had 1 sibling, and some had 5! For the last part of the assignment, students went around to "seek data" from their classmates. They thought of a question that they genuinely wanted to know the answer about, for example, "what is your favorite color?" Then, they turned the information they collected into a bar graph! At the end of the class period, some presented their results to the rest of the class!



Nathan admiring his hard work



Darius enjoying his creative engineering skills

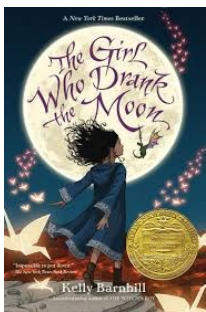


Ashton working with Kinetic Sand.



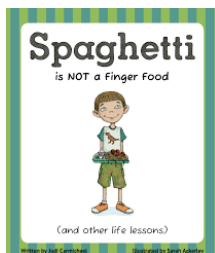
Sammy making a tile picture

Owl Book Clubs!



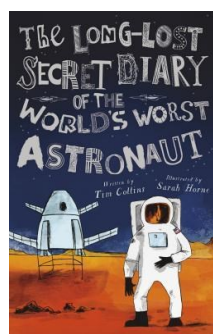
The Girl Who Drank the Moon is a 2016 children's book by Kelly Barnhill. The book tells how Luna, after being raised by a witch, must figure out how to handle the magical powers she was accidentally given. She must control her powers before it's too late. The book won the 2017 Newbery Medal.

In this humorous book about an eight-year-old boy with Asperger's Syndrome, written by Jodi Carmichael and illustrated by Sarah Ackerley, Connor struggles to make his way through a typical school day. In his attempt to be as cool as everyone else, he leaves a hilarious trail of destruction. But, by the end of the day, and despite many miscommunications and misunderstandings, Connor realizes that he is exactly as cool as he is supposed to be. (from the publisher's web site)



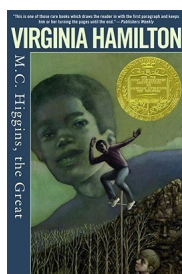
Meet Ellie — an enthusiastic, bumbling teenager who is fascinated with Mars. When a misunderstanding lands her in the astronaut training program for the first human mission to Mars, Ellie is determined to prove her worth.

The hilarious *Long-Lost Secret Diary* series put readers inside the heads of unlucky people in unfortunate situations. The accessible, irreverent stories will keep young readers laughing as they learn the importance of not being afraid to learn from one's mistakes. **Get Real** fact boxes featured throughout, as well as a glossary and additional back matter, provide historical context and background.



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Owl News



Mayo Cornelius Higgins sits on his gleaming, forty-foot steel pole, towering over his home on Sarah's Mountain. Stretched before him are rolling hills and shady valleys. But behind him lie the wounds of strip mining, including a mountain of rubble that may one day fall and bury his home. M.C. dreams of escape for himself and his family. And, one day, atop his pole, he thinks he sees it—two strangers are making their way toward Sarah's Mountain. One has the ability to make M.C.'s mother famous. And the other has the kind of freedom that M.C. has never even considered.

Science

The Owl's will spend Quarter 3 learning about the scientific method when each student chooses, creates and conducts an individual science experiment. We won't be having a normal Science Fair this year but we want to be able to work in an area of study that most interests us. Once we decide on a topic we will ask a question, design an experiment, perform a series of tests to collect data, and hopefully find some answers. It is important that we understand the reasoning behind following the scientific method and the steps we need to take in order to collect unbiased data. We will practice our critical thinking skills to help us navigate a world full of information that has been found to be both factual and misleading.

Students have begun researching and coming up with ideas and will create a material list, form a hypothesis, and design experiments soon. There will be a little more flexibility this year with presentations on our findings and we will be considering creative ideas offered by each Owl as to how they feel best about making a presentation.

Geography

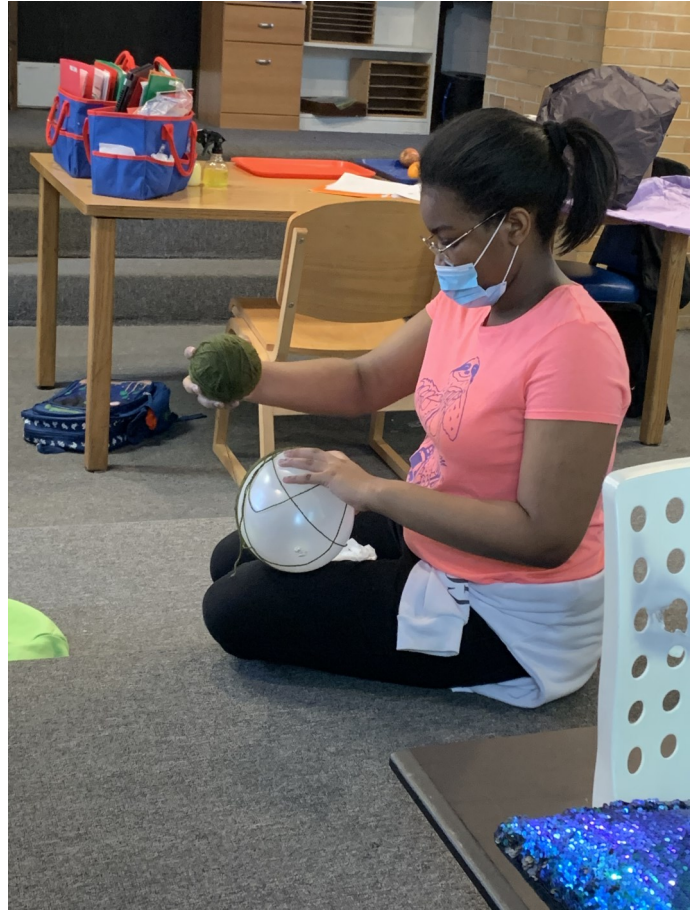
We made it through Antarctica and what an adventure it was! It is such a unique and different place. We learned so much about the ice sheets, Katabatic Wind, and how the landscape has changed throughout the eons. Ask your Owl what they learned about the wildlife of Antarctica and what animals they chose to research. You may be surprised to learn there are no large land animals living on the continent. The largest land animal is the Wingless Midge, measuring a mere 1.5 cm! Our next stop is the Wetlands in South America. We will be spending the next few weeks moving through the different lands and comparing cultures throughout the continent of South America.

Snow Brings Joy to All—Eagles and Owls Sledding



Art

Falcon Art projects are often focused on creating the world that we want to live in. In a recent project each student was given a set of acrylic paints and a well worn stone, collected from the edge of the C.J. Brown Reservoir, here in Springfield. We discussed letting the material inspire the final product. A great example of this was [Yahir Ventura-Velazquez](#), whose stone had a chip that lent itself to an open mouth for his creation. He added pink gums to his green creature and it really came to life. Students also looked at stones with inspirational messages and motivational images. **Carl Daniel** took this to heart and painted 'The Man' dancing across his stone. He then wrote his character's story on the back. **Ethan Soto** and **Zephania Smith** both saw food when they looked at their stones. They presented their final product on a bed of lettuce that really sold the idea that this was a steak and chicken barbecue, not an art project of rock and paint. Remote students could share their work as well. **Sanaa Johnson** painted a landscape and rushing river, **Cole Conner** an iconic panda head. Each creating their own unique work each making their world a little bit brighter.



Sasha works with string art



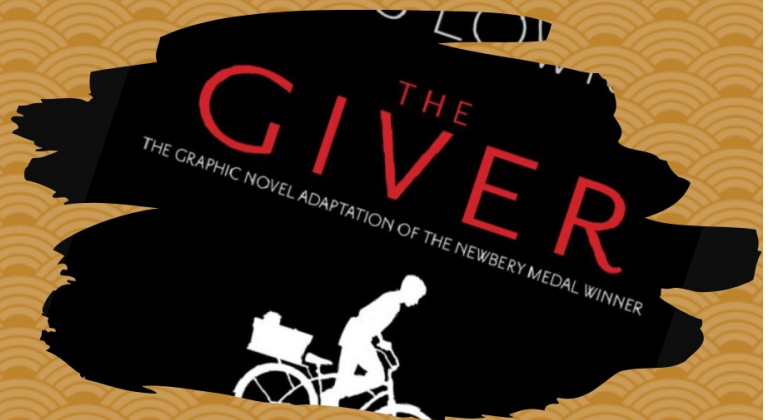
what's new

in falcon ELA

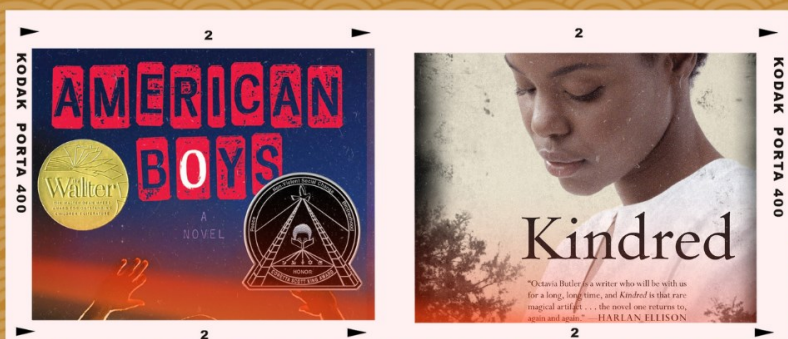
First year Falcons are moving on from Neil Gaiman's *Coraline* and exploring the Greek Pantheon of gods on an adventure with Percy Jackson.



The second years continue their journey exploring dystopian worlds with Lois Lowry's classic, *The Giver*.



The third years, after finishing *The Hate U Give* and *To Kill a Mockingbird*, proceed in their investigation of tough topics like racism and violence. The group is halved, with one section working with Miss Emily on *All American Boys*, and the other section tackling Octavia Butler's *Kindred*.



What Skill Do You Want to Learn?

Some **Wing** students are taking the new semester as an opportunity to choose new electives. We encourage all students to consider skills they may want to learn, and explore how to turn those skills into elective credits. For example, some students are taking a Friday in-person sewing class, while others are trying out online photography or yoga with a small group. All first year **Wings** are learning valuable skills about saving and spending money in personal finance class. But these scheduled classes are just the tip of the iceberg. Students can also learn new skills through books or online tutorials, document their learning with the guidance of a **Wing** teacher, and earn attendance hours and course credit for doing so. Cooking, crocheting, gardening, computer coding, graphic design, foreign language, physical fitness... The possibilities really are limited only by what skills a student is interested in pursuing. If you have a Wing student, consider spending some time brainstorming with them ideas about what electives they may want to pursue.

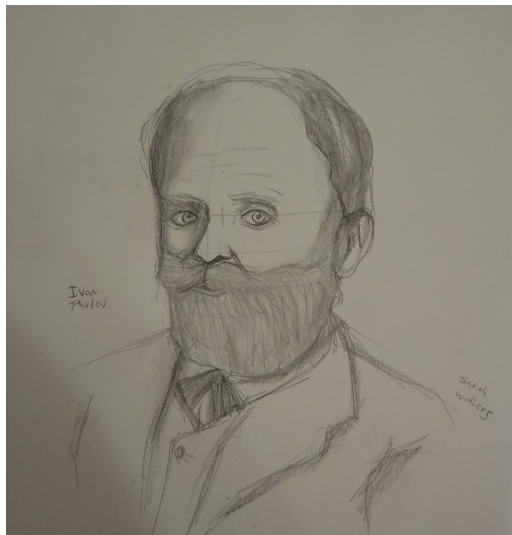


Serena's first completed sewing project is a facemask she is donating to the school's collection.

Wings Explore Psychology Leaders and Theories

The Wings Psychology class recently completed a project covering famous psychologists, their theories and even conducted experiments of their own. The project had a menu theme. The students created a small "appetizer" assignment, completed a large "main course" and finished with a sweet "dessert." Here is a sampling of what they cooked up:

Wing News



Here is Sarah's rendition of Ivan Pavlov.

Collaborative Art Project

Art is everywhere in a Montessori classroom. The thoughtful preparation of the environment includes the aesthetics of the furniture, work, materials, supplies, books, plants, specimens, and classical pieces of art. Montessori education is a balance between a completely individualized education within a cohesive and cooperative community of learners. These collaborations are built on trust and mutual respect. Learning to value the contributions of each individual is challenging especially if their ideas are very different from our own. This project was a great platform for a discussion on extending our attitudes past mere tolerance of others' ideas and contributions, to a valued appreciation of them.



Thank you!

Thank you to **Debbie Hill-Grimes, CEO Bryce Hill, parent of alumni, Burlson Grimes and Mia Frantz, and grandmother of Hummingbird, Rosie and Chickadee, Marie** for the donation of \$2,485.00 worth of stone and pavers for the Edible Schoolyard Project at 2525.



Eight pallets of assorted bricks, pavers and Europa blocks were donated. Europa are beautiful retaining blocks that can be used to make raised beds with openings for children to plant into the wall. There are five primary projects that are being completed with this gift. A clover leaf mandala bed was installed in the front production gardens. The kitchen garden was expanded with raised beds built with the Europa. A tumbled paver path from the outdoor classroom to the main Chickadee path will solve issues with mud and add aesthetic value. A checkerboard patio will mirror an existing space adjacent to the Chickadee student entrance. Chicks creativity is being investigated in a 'construction area' with student designed and built patio and materials depot, currently named 'Bird City'.

Nightingale is honored to receive the support from a pillar in our community. Debbie Hill-Grimes was named the president of Bryce Hill in 1990. Bryce Hill was started by her father in the 1930's and under her leadership has contributed to significant projects in our community including

the NTPRD Chiller Ice Arena and the Springfield Regional Medical Center. As a female CEO she is a role model for our students and contributes to organizations including the Westcott House and the Springfield Museum of Art. Thanks to Bryce Hill's contribution we are building in stone the foundation of our environmental education program.

Chris Coleman, for helping to take care of trees that needed felled and your big donation of mulch and wood for the Chickadee yard.

Don's Tree Service, for their generous donation of wood and chips. **Wing** students are inoculating the Oak logs with Rishe, Shitake, Lion's Mane, and Wine Cap. Thanks so much for supporting our microbusiness with valuable resources that will be converted into delicious food!



It is with great sadness that the NM community suffers the loss of **Alex Anderson, father of alumna Nikki and Grandfather of Anna Madtes**. We are sincerely appreciative of Alex's help in securing funding for our new building. We offer our support for his family, wife, Terri and daughter Angela Madtes.