



Nightingale Notes

September 2021

October

- 1 Midterm Quarter 1
- 15 **NO SCHOOL—Waiver Day**
- 19-23 3rd Grade State Reading Test
- 20 **Portrait Day at 1106 Campus**
- 21 **Portrait Day at 2525 Campus**
- 25-29 Wing Explore Week
- 26 Wing PSAT/NMSQT (Sophmores)
- 29 **Quarter 1 Ends**

Welcome Back!

We are a community of 168 students! We have 8 Hummingbirds, 30 Chickadees, 28 Eagles, 29 Owls, 34 Falcons and 40 Wings this year! Of our 46 new students, 5 joined the Hummingbirds, 25 joined the Chickadees, 4 joined the Eagles, 6 joined the Owls and 5 joined the Falcons. Although we have started again in two buildings, those of us still at the High Street Campus are looking forward to a soon and smooth move to the New Campus!

The 2020-2021 Yearbooks Have Arrived!

You can send \$20 to the office and your student can pick up a yearbook or you can email the office at administration@nightingaleschool.org and we will send home a yearbook with your student and invoice you for the \$20.

Who Can Help Me? The Office or the Classroom Teacher?

If you have a question about events, projects or things that pertain to your student's class, when you call the office we will direct you to your student's head teacher. You do not need to first contact the office. To make communication smoother, faster, and easier, you can skip calling the office and email your student's classroom teacher directly!

Hummingbirds:

Christina Crose ccrose@nightingaleschool.org

Chickadees:

Krista Lambdin klambdin@nightingaleschool.org

Eagles:

Sheila Brown sbrown@nightingaleschool.org
Andrea (Dre) Levi alevi@nightingaleschool.org

Owls:

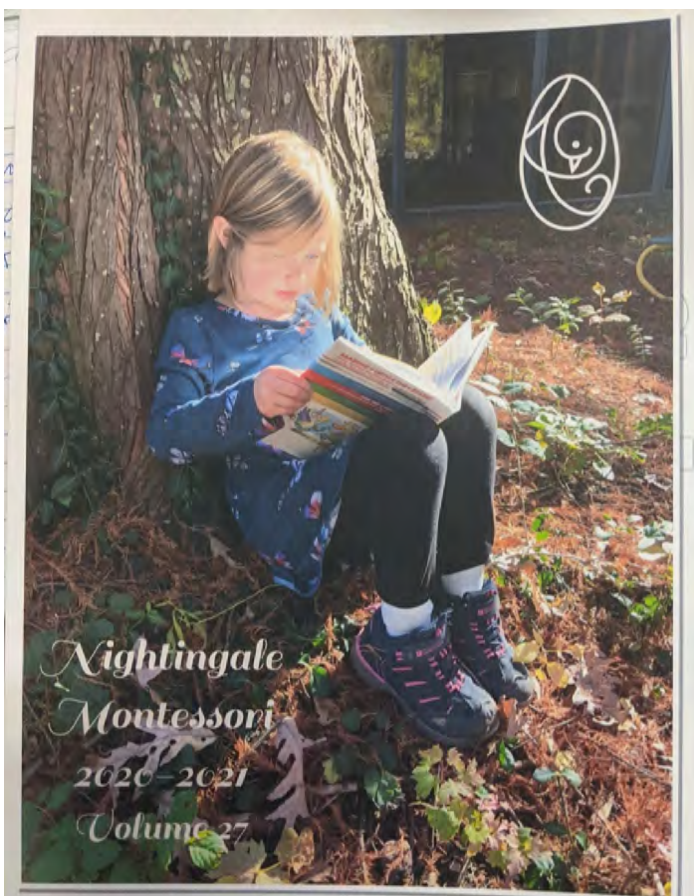
Maria Taylor mtaylor@nightingaleschool.org
Breannon (Bre) Landrin blandrin@nightingaleschool.org

Falcons:

Jayne Woodward jwoodward@nightingaleschool.org

Wings:

Andrew Hahn ahahn@nightingaleschool.org



An Introduction to Paul Kelly, Director of Mission and Development



A little over a month ago, my family and I were living in a different house, in a different state, and I was working at a different school. Then the tail end of the summer whiplashed us out of New England and landed us here in Springfield and the Nightingale Montessori school. My wife was raised in Champaign county and most of her

family still lives in the area. So Springfield already feels a little like home for us and our three kids.

These past few weeks, I have been digging into the life of the Nightingale school and working to find my place in it. My role is the director of mission and development. I will be focusing on cultivating our unique Montessori curriculum and supporting our faculty, who carry out the Nightingale mission each day. Of course, carrying out that mission requires funding, and so I will be seeking to connect the school with others who believe in our mission and who want to take part in it.

I am looking forward to getting to know the Nightingale community better and to all that a strong school year together of learning and personal growth will bring.

From the Office

Please remember that any absences, appointments, late and early arrivals need to be sent to the office via SchoolCues. We are trying as a team here at NM to utilize SchoolCues as our main portal for sending and receiving information. Teachers will be sending permission slips and communications by email and texts through SchoolCues. If you get a chance please check your SchoolCues and make sure you have checked ALL the boxes to receive all types of communications.

COVID-19 Updates

Confirmed Cases:

A Confirmed Case is a school related case confirmed by a positive COVID-19 test or a probable positive per the CCCHD. These individuals are quarantined for 10 days and must not have any symptoms upon return.

To date NM has had 1 confirmed case in the Owls, 1 confirmed case in the Falcons and 3 confirmed cases in the Wings.

Quarantined Cases:

A quarantined student is a student that has not tested positive for COVID-19 but was a close contact at school or is a sibling of

a student at NM that has tested positive for COVID-19. Reasons for quarantine are that the student was not wearing a mask and/or the student was a lunch mate, eating without mask on during ½ hour lunch period.

To date NM has had to quarantine 8 students in the Owls, 3 students in the Falcons, and 4 students in the Wings

Quarantine for students is not required if the direct contact has no symptoms and any of the three criteria below are met:

1. The direct contact is fully vaccinated OR
2. The student correctly and consistently wears the required mask, maintains physical distance of 3 feet or more and has documented COVID-19 prevention plans in place OR

NM requires students to wear masks or have an exemption form filed in the office. NM has structured all indoor classrooms to meet the required physical distance of 3 feet or more, utilizes outdoor classrooms as much as possible, and has documented COVID-19 prevention plans in place.

We document lunch table groups that are considered close contacts if a positive case occurs in the classroom as students are less than 6ft of physical distance and are not wearing a mask when eating. We document students that do not wear or do not consistently wear their masks at school. We are currently making an effort to communicate with parents if their student does not wear a mask or consistently wear a mask at school. We realized that being quarantined and out for 10 days is hard on both the student and families and appreciate all of the support and communication you can have with your student regarding wearing a mask throughout the day.



Our Pear Tree is bearing fruit.

***The NM Little Engine that Could* - a story of courage and perseverance**

The small half day Nightingale Montessori preschool that began in 1978 had grown by 2018 into a popular charter school offering toddler through high school programs. After 40 years it had outgrown and worn out the convent building purchased for its school house in 1984.

Founders, Sheila Brown and Nancy Schwab took on the role of the *Little Engine that Could* in Watty Piper's story written in the 30s. The celebrated book for pre-school inspired a generation to have courage and perseverance in the face of a daunting assignment. The moral of the tale offers its mantra "I think I can, I think I can" as the helpful voice of one's belief in the value of the mission.

In the story, there is a breakdown of the train's engine destined to deliver promised goodies to eagerly waiting children on the other side of the mountain. Similarly the building on High Street no longer could meet the needs of its students. Nightingale Montessori, a small non-profit had no current record of its possibly beholden Alumni to plead for help. Yet it would have to surmount the enormous difficulties involved in financing at least two million in funds to refurbish a suitable new space.

The mission for the *Little Engine that Could* would be to transplant its unique school mission. Children would enjoy learning at their own pace, as they develop their individual potential. Comparing one child to another on the bell curve designed by the state would seem unconscionable. Education would be self-motivated by invested children learning through their personal interest and abilities.

Our Little Engine that Could puffed up the mountain of culture resistance to following the children's natural curiosity and desire for independence. The educational culture did not know that the maximum energy of early childhood could continue to fuel the joy inherent in the life of a Montessori student. The Engine pulled against the gravity of oppressive State mandates in which learning is considered mainly an economic imperative, not an enjoyable birthright afforded all humanity.

The Million dollar loan to refurbish the building at 2525 N. Limestone was awarded Nightingale Montessori last February by Richwood Bank. Our bids had been in limbo eight months waiting for a commercial appraiser. All available had been absorbed in the residential boom market provided by low interest rates. Our additional year of patience for loan approval had finally come after three previous years of sacrifice waiting for bank acceptance of our financial report format. We were jubilant and triumphant! Our Engine exclaimed "We thought we could We thought we could" But our *Little Engine that Could* was not yet over the mountain. When the frozen Commercial establishments finally got a green light, the supply chains overheated and materials were

in very short supply. A sheet of plywood used for the Chickadee pod construction a year earlier cost \$7.00. Cason Roofing snagged a supply at \$40.00 a sheet before it went up to \$60.00 and beyond. Sheet metal was out of site. Our other faithful sub-contractors, Delong Heating and Air and Triec Electrical soldiered on meeting their original bids and scheduled timelines. However, our general contractor was not able to wait out the long loan desert. He had to meet other long standing obligations for him opening backup with the lifting of Covid Restrictions in June.

Our *Little Engine that Could* had to become the General Contractor in order for the roofing, HVAC and electrical contractors to begin the work they had bid since 2018. No other general contractor would now take on the role since most of the work had been already subcontracted. By mid summer C&N Contracting agreed to do the rest of the finishing trades except for the plumbing. They are now putting in five fire exit doors and plan to put in the required sidewalks from each pod to the parking lot. Their plans for the finishing work should be completed by Thanksgiving. If they finish earlier as hoped, Fazio will put in the flooring. The gas plumber, of P.L. Mechanical had taken out the old pipes last May saving us a bundle in gas cover charges for several terminals. They are scheduling to put in new pipes and hook up to bring us heat Asap.

The gas plumber became our water pipe plumber since the one we engaged over the summer had to pull out unexpectedly. He has bid the toddler room bathroom and is researching the code complications of plumbing the kitchen with existing Hvac under the concrete floor. The kitchen plan has been permitted for a new site in the great room. Its equipment has all been bought and delivered by the USDA grant received last year. Triec has worked its energy supply to the kitchen into its original bid for the old kitchen site. C&N has agreed to building the wall needed to separate it from the rest of the hall.

However, the expense of the plumbing may bring us over the amount of the loan, and threatens to create a problem if delayed to acquire more funds. We are dependent on a licensed kitchen to deliver our lunch program. It will be the beating heart and sole of our Garden to Table educational initiative. It seems hard to imagine that it would be the only program left behind on High Street.

Lucky for us we have hired a new Director of Mission and Development, Paul Kelly. He has spent the month getting to know our school staff, students' strengths and weaknesses. He attended a board meeting where member and an alumni parent, Jagdish Singh has presented great ideas how to get our message out to entice interest in giving. Perhaps with his follow through we could all get to 2525 at long last.

Wing Microbusiness at the Springfield Farmers Market

High School students working on a Saturday morning? Yes! A number of **Wings** volunteered to work at the **Clark County Farmers Market** located off Fountain Ave. and adjacent to the CoHatch. Many other students worked during the week and helped put together the orders. The students presented educational materials about the plants and spoke with customers about the value of the Micro Business program in the Wings. The tags, signs, and materials were sourced through our **Farm To School Grant** which has been a huge boost to this program. **Liam Everly** manned the booth and used student produced reference materials when interacting with questioning patrons. **Jaxson Potter** helped unload and stage the booth making sure he considered the aesthetic value to visitors. **Carl Daniel**, after loading and unloading, enjoyed traversing the market and learning about the other local vendors that attended.

Coincidentally, there was a Veterans' awareness event, the **'Silent Watch'** happening just outside the market. Wing, **Roy Wood**, was able to volunteer at that event, supporting his grandfather Doug Wood and wife Cathy Wood, Director of the Veterans Services Commission of Clark County.

We were visited at the market by many from the NM community, current members and alumni. The market is closing for the winter but hopes to reopen an indoor market inside Mother Stewart's in January. It is unclear if the Wing Micro Business will set up during the winter, however, they plan to join again when the outdoor market opens again, for sure.

If you are interested in purchasing plants from the Wings' microbusiness, contact Jared at 2525 or email at jwoodward@nightingaleschool.org. We may have one more big plant sale with our Farm to School event at the new campus before the winter sets in, so watch future newsletters for more information.



Gourmet Grub

Gourmet Grub is back in business with our renewed passion for harvesting, preparing, and preserving delicious fresh and local foods. For those of you who are new to our community, Nightingale Montessori was the proud recipient of the USDA Farm to School Grant in the amount of \$100,000 in the Summer of 2020! This is a two year grant cycle that will enable us to continue our nutritional educational outreach, community action, and supplement the expense to build our new kitchen at the 2525 campus!

Our breakfast and lunch program has radically changed due to the pandemic, but we are staying dedicated to our values of growing our own foods, locally sourcing, and teaching our children and young adults the importance of a healthy fresh diet!

This month we have focused on the integration of local foods into our lunch program! We would like to say a special thank you to the following contributors:

•**Thomas and Nicole Ryhal III of Enon Valley, Pennsylvania** for the generous donation of 25lbs of assorted tomatoes, green and purple bell peppers, a variety of herbs, and watermelon. Our students made fresh Marinara Sauce and prepared fresh vegetables for our salads!

•**Jared and Jayne Martin of Urbana**, donated many pounds of swiss chard, purple Kale, assorted fresh herbs, and cut flowers used daily with our salads, dressings, and environmental beautification!

•**Rob and Maria Taylor of Saint Paris**, donated farm fresh eggs.

•**Mike and Karen Martin**, donated delicious plum Jelly from our very first plums at 1106.

•**Thomas and Robyn Williamson** donated 15lbs of hot peppers, tomatoes, and sweet corn.

Our community partner harvest from the Second Harvest Food Bank of Clark County includes harvests of herbs, tomatoes, berries and greens. Our

students have worked on many garden projects with the Second Harvest beginning in 2016.



Last but not least, our school gardens have provided potatoes, leeks, oregano, swiss chard, peppers, tomato, and our fruit trees have finally bloomed!! Plums, Cherries and Pears have arrived!

Our Main focus the months of September-November will be the integration of local foods into our Meal Patterns and incorporating USDA foods!! We currently locally source our chicken and ground turkey from the Bowman Landis Farm.



If you are interested in Donation, Selling or Farm to School Information please reach out to our Farm to School Team, swoodward@nightingaleschool.org or jwoodward@nightingaleschool.org.

From the Farm to School Website:

Celebrating 10 Years of Farm to Early Care and Education

This year marks the 10th anniversary of National Farm to School Network's launch into **farm to early care and education** ("farm to ECE")! Farm to ECE, like farm to school, is a set of strategies and activities that offer increased access to just, local foods to enhance the quality of educational experiences for young children in early care and education settings (e.g., preschools, child care centers, family child care homes, Head Start/Early Head Start, programs in K-12 school districts). In addition to promoting health, wellness, and high-quality educational opportunities, farm to ECE also expands healthy food access, encourages family and community engagement, provides additional market opportunities for farmers, and can support more equitable and resilient communities.

The History of Forced Native American Boarding Schools, the Link to Farm to School, and Our Commitment

As farm to school advocates with a vision of a just food system, we must address the impacts and legacies of injustices – past and present – in the spaces we work. This includes the link between the traumatic history of forced boarding schools for Native American children and the early school garden movement in the early 20th century. [On our blog](#), Helen Dombalis, Executive Director, shares more about this history and National Farm to School Network's commitment to Native and Indigenous partners.

Fostering Independence in the Hummingbirds

“Every unnecessary help is a hindrance to development.” - **Maria Montessori**

Dr. Maria Montessori understood that in order to be free, one needs to be independent. She believed that every child is born with this potential for independence. Fostering independence is an ongoing process in the **Hummingbirds**. This path towards independence is often slow and messy; however, there are ways to make the transition happen more smoothly.

One important way we encourage independence is by providing a prepared environment that includes: low shelving to allow the children to manipulate the work, low hung hooks to allow access to their coats and bags, stairs that provide access to the



Orlando puts his shoes away upon arrival.

bathroom sink for independent handwashing, a child-size toilet, low chairs that the children can climb in and out of, child-size utensils, and a low sink in our kitchen area that provides practical life opportunities. All these items help foster new skills and minimize adult interference.

Another way we are fostering independence in the children is by allowing them the time and multiple opportunities needed to master a skill. If we notice the child struggling, instead of jumping in to help, we offer suggestions that may ease the task at hand. We are there to encourage and support this giant step in the child’s transition from infancy to independence. When one of the **Hummingbirds** accomplishes a task independently, it increases their feelings of competence, confidence, and willingness to try new skills.

No doubt, you are noticing your toddler trying to complete tasks independently at home. There are some simple ways that you can foster this trait in your toddler. Allow extra time for self-care such as: brushing teeth, washing hands, or putting on socks and shoes. Resist the urge to jump in and do things for your toddler! Instead, watch how capable your child is when you allow him/her to complete a task. If you notice your child struggling with a task, offer a helpful suggestion instead of doing it for him/her. Instead of asking yes or no questions, offer two simple choices. Too many options will be overwhelming and frustrating. These are just a few tips on how to encourage this innate desire in your child.

Mekhi works with the velcro dressing frame.

The **Hummingbirds** also participate in car line drop-off and pick-up just like all of the older students. This fosters independence in the children from the moment they arrive at school. Once this routine is established, your children walk in every day with a sense of pride. They place their items on their assigned hook, take off their shoes, and join their classmates. This is such a wonderful way to start their day!



Simone stacks the pink tower.



Bennett matches sensory discs.



Adelaide feeds herself using a spoon.



Parent Corner:

Parent Testimony: A conversation at pick-up time. In relation to the outdoor education program Andrea Wood shares that she



Miah and Gigi

normally likes to keep everything very clean. At pickup time her daughters, Miah and Gigi, run joyfully to the car to greet her covered in the dirt of the day. Andrea shares that the secret to their successful evening is to get home, get straight in the bath, and into nightclothes. She does not mind the change in routine as she is thrilled that the girls are happy and loving school.

Clothing reminders

Fall weather brings some complicated decisions on dressing for school. It is starting to be chilly in the mornings and often still quite warm by the afternoon. Some children find that they get cold easily and others shed their jackets as soon as they are able. Dressing in layers is the best way for your child to find their comfort level as the temperature changes throughout the day.

We are beginning to gather a collection of unclaimed socks and jackets. Please be aware that all items left at the end of the day will be placed on the green table to be collected during carline. If your child has come home without socks please take a minute to look at our collection! Labeling clothing items will help us to help your student when things get misplaced or fall off of their hook.

Outdoor work

The outdoor environment provides an opportunity for the children to learn the expectations of appropriate school interactions. They are learning to find joy in the natural environment leading them to follow their curiosity which in turn allows their independence to blossom into competence and confidence. With careful guidance from the Chick teachers, the students begin to shed ideas that mimic video games and tv shows. The sticks in the yard transform from imaginary weapons into purposeful tools fostering positive interactions. Discussions on what peaceful play means and ideas on how to use sticks and other materials in adaptive ways can be heard. New friendships form as the children

learn to navigate their new environment and help each other to be confidently independent.



Morrison and ZaVyier

NM Welcomes Elijah Hester to Chickadee Team!



Elijah graduated from NM in 2021! While attending NM he started studying at Clark State and wants to pursue a degree in Early Childhood.

As a student at NM he worked with Jared and the Chickadees to complete many outdoor projects.

He plans to work at NM as a teacher one day. While Elijah is completing his degree at Clark State, he is working at NM in the Chickadee program. He will be working with our aftercare students and as a sub when Chickadee staff is out.

Keeping the Spirit in Learning to Learn While Learning

Yoga, and balancing on the logs to walk show body control leading to confidence and independence.



Control of movement through yoga



Real world experiences
Students ate raspberries from bushes - one said "It tastes like real raspberries!" Jared shows them real pears growing on a tree.



Control of movement through balance.

Independence and Confidence in learning by doing, listening and observing



The Montessori Prepared Environment

After more than a year of virtual, hybrid and covid's social distancing, the Eagle class are trying desperately to regain their most sacrificed values; individual independence and community spirit. Because of the separation from each other, consequential dependency prevailed on many levels. The rhythm of the work cycle suffered when children were limited by total absence from the usual classroom environment. The personal space for each child required little consideration for the common needs of the group.

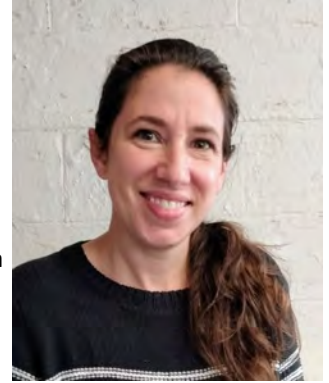
In a few weeks, Eagle students have delighted in the opportunities to use their environment inside and outside with renewed curiosity and maximum effort to all manner of undertaking. Book clubs with similar reading levels have been launched. Community jobs have been "auctioned" for a fair division of labor. The scientific method has been supported with many experiments to perform and record in a special journal. Pen pals are a hot topic for some writers.

We lament that we are still bound by pandemic protocol and use recyclable boxes for our lunches instead of real plates. Those of us who remember miss the tablecloths and candles of yesteryears.

We are daily growing in our ability to work with more independence and focus. We are allowing our natural traits of self-motivation and perseverance to emerge and working minute by minute to support each child. By inviting every child to look for a system in whatever they are approaching, the child has an expectation and strategy for success.

Eagles Welcome Andrea (Dre) Levi to the Team!

Hello! My name is Andrea, [everyone] calls me Drea. I'm the new member of the Eagle team. I'll be part of your children's science and math pursuits. I have early childhood education experience including homeschooling. I was raised in a Montessori style learning environment. It has been an honor getting to know your children over the past few weeks. In such a small amount of time I have witnessed so many moments of joy, curiosity, pride, grace, courtesy and kindness. My goal is to support and guide your children's journey to independence. The environment we prepare will provide opportunities for differentiated learning, engagement, growth, inspiration, and of course hands-on learning. I am a Dayton native, married to my best friend, Shawn. We have three boys. Our oldest just started at the University of Cincinnati, our middle child joined the Owls and our youngest is a Chickadee. My passions include birdwatching, cooking, digging in the dirt, reading, crafting, art and board games. Thank you, Eagles for giving me the opportunity to witness your journey.



Eagle News



Tripp and Nathalie take on the challenge



Addy follows a 2D to strategically balance a 3D structure

August selects just the right lengths for equilateral, isosceles, and scalene triangles



Smartlab STEAM Hand-On Learning Labs Coming Soon!

Both the **Falcon** and **Owl** environments are excited to share a new opportunity coming in before the end of the year. Thanks to coordination from our administration we will be partnering with Creative Learning Systems to build a **SmartLab**. Engaging students in the fields of science, technology, engineering, arts, and math through student-led, project-based learning is the direct link between Montessori philosophy and the next evolution of education. This holistic approach to learning, integrating cross curricular projects allows students to assimilate new knowledge and apply it to novel, real world situations. There is an additional, online component called the Learning Launcher used to prepare students for hands-on projects. **Mike Mitchell**, from **Creative Learning Systems**, will be in the area at the beginning of October and we will finalize the plan for the installation of the new lab equipment, furniture and technology!

smartlab



Vivian and Noah work on their math

Owl Science

We started the year with studying microorganisms and the different forms that are all around us. We did activities differentiating between helpful and harmful microbes, as well as learning some fascinating facts about the vast array of species. Currently in the media and all around us, mask wearing is a hot debate. We decided we would conduct our own experiments on the effectiveness of masks by performing activities over petri dishes with and without our masks on. We are currently in the process of gathering the data so stay tuned! We also are making a home for microbes to see how they separate into their own habitats. With a few cupfuls of mud, an egg, and a few other ingredients we are creating an entire ecosystem for bacteria in a sealed bottle which is called a Winogradsky column. In this sealed system, microbes reuse and recycle nutrients continuously. Over time, different species separate into visible layers depending on how they use -or don't use- oxygen, light, and nutrients such as carbon or sulfur. Each bacterial species finds its habitat according to its needs, much like our digestive tracts. This activity will lead us into further study of the human microbiome!



Blake and DaeSha label Petri Dishes

Our Work in the Owls

School has just begun but it feels like we have been here for a while. It is a great start for our community. New teachers, new students, and returning Owls are getting to know each other and have quickly become a great community. In English class we have been learning about the poetry styles Haiku and Acrostic. The students have written personal and creative poems and written and performed skits.

In History class we are learning about the amazing continent, Asia. So far we have been doing everything from Montessori nomenclature, Montessori Asian biome map work and research has started on the architecture in Asia. We will be continuing our exploration of Asia through the first quarter.



Owl News

PS4

I am playing games
I play my PS4 game
I won the game yay!

Noah Clark

Waking up for school

I woke up for school
I woke up in the morning
I ate some breakfast

Vivian Warfe

B est
O pulent
O kay
K indeed with each other

Malcolm Raffensperger

C at
A meow
Too cute cats
Small

DaeSha Johnson

NM welcomes Breannon (Bre) Landrin and Wilma Stone to the Team!



Hi! My name is **Bre** and I'm new to the Owl team! I am teaching English, History/Geography and Art. This year we have all come back to the classroom with positive attitudes and ready to enjoy learning. Finding enjoyment in our learning is a main component of Montessori because we are lifelong learners and look forward to always learning for the rest of our lives!

I moved here a few weeks ago from Charlotte, NC with my husband. I enjoy anything creative like writing, acting, painting etc. I really love going to concerts. Traveling is a love of mine and when I travel I love to explore. Being in nature and eating good vegan food is also high up on my list.

I am happy to join the NM team and I know this will be an amazing year!

Hi, I'm **Wilma**. I have worked for Springfield City Schools for more than 40 years! I've held many different positions including Student and Teacher Coordinator, Community Connector and Tutor. I was also a parent! I am retired but my passion is working with children.



I have been married for 56 years. We have 3 sons and 4 grandchildren. Family is very important to me. I am easy going and a good listener. I enjoy eating out and being with family and friends.

I have enjoyed working with the NM students and getting to know all of the Owl learners.



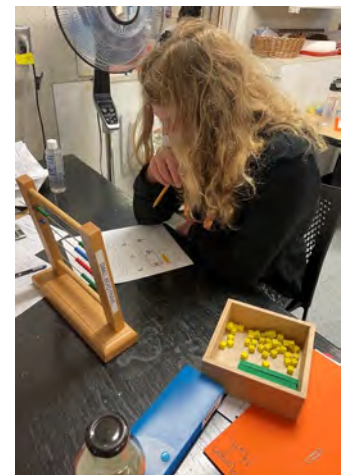
Miles and Wyatt Work on History



Ma'Kaylen and Ma'Kenzie use base ten materials in math



Shannin works on Grammar

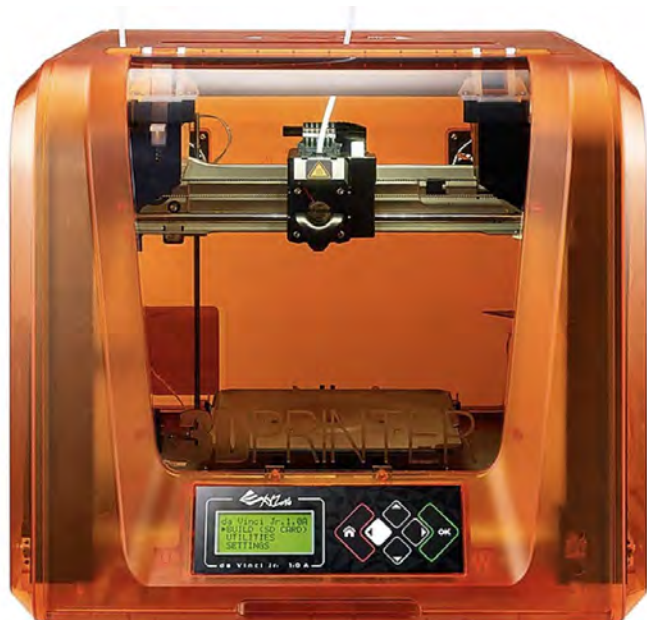


Morgan using the bead frame

A New Addition to the Falcon Class!

By: Iris Raffensperger

This year we have a new addition to our classroom. No, not a student. We have a 3D printer! The money to buy the 3D printer was graciously donated by Subaru when they adopted our classroom. The 3D printer is innovative and will allow our classroom to make many different things from semi-permanent decorations to just normal school stuff such as a pencil holder. It will also give us fun innovative ways to learn about construction and technology. This may also improve the way we learn in our classes. For example, in English if someone needs to imagine a character they could just 3D print one! I can easily see how this new and innovative tool will be worked into classroom life.



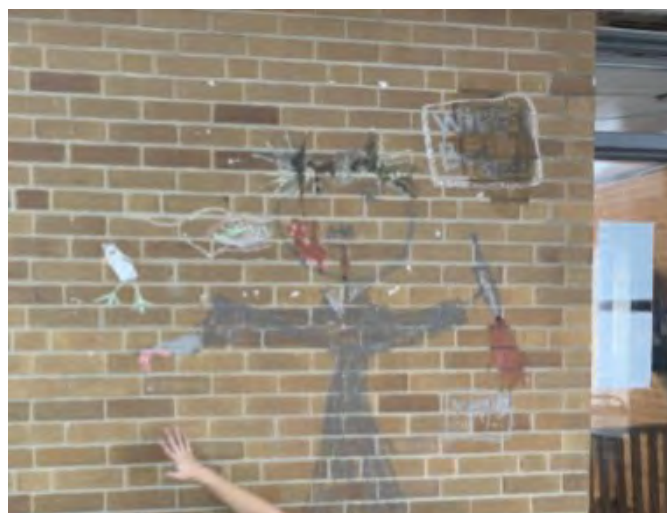
the Radley yard was a lost ball and no questions asked.” (Harper Lee, *To Kill a Mockingbird*, 9-10)

Literature Connections

Our 8th graders are beginning their journey of tackling the difficult topics of racism and prejudice and how they are represented in literature. One of the first topics that comes up in Harper Lee’s *To Kill a Mockingbird* is the mysterious, reclusive Boo Radley, a neighbor of our narrator, Scout Finch. Scout has heard stories of Boo Radley, and his frightening, almost supernatural powers, all her life; he is portrayed in their town as a dangerous monster—yet he never leaves the house. Alex had to stop reading for a moment when Boo Radley was described as being six and a half feet tall so she could grab a ruler and figure out exactly how much bigger than her this guy was supposed to be by standing against the wall and putting a mark at the correct height—from there, it was a natural step to chalking the sketch of this description of Radley. We will compare the myth of Boo Radley to how he actually appears and behaves (spoiler alert!) later in the novel. This character, along with Tom Robinson, helps to make prejudice visible for

Some of our 8th graders Alyssa and Alex as well as Iris worked on a group character sketch based on monstrous description of Boo Radley in *To Kill a Mockingbird*.

readers—prejudice that can be based not only on race but on mental health and/or disability.



Falcon News

Falcon ELA

“Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him. People said he went out at night when the moon was down, and peeped in windows. When people’s azaleas froze in a cold snap, it was because he had breathed on them. Any stealthy small crimes committed in Maycomb were his work. Once the town was terrorized by a series of morbid nocturnal events: people’s chickens and household pets were found mutilated; although the culprit was Crazy Addie, ...people still looked at the Radley Place, unwilling to discard their initial suspicions.... The Maycomb school grounds adjoined the back of the Radley lot; from the Radley chicken yard talk pecan trees shook their fruit into the schoolyard, but the nuts lay untouched by the children: Radley pecans would kill you. A baseball hit into

Science in the Outdoor Classroom!

The power of student choice can not be understated. Studies have shown when students are given a choice, students are more likely to be engaged in the task along with having higher completion rates. Maria Montessori was able to observe this over her many years of studying education and prevailing science confirms it. Secondary I, Montessori middle school classrooms, emphasize the importance of giving students choice of work. Each day students have time in their schedules to complete the tasks of their choosing. This practice encourages student responsibility and enables students to have more control of the environment. Through a prepared environment, children should be able to make choices on the work they want to complete, or in which order they want to complete them.

When offered the choice of which content to delve into, Falcon 7th grade science students chose Plants and Animals. We conducted a discussion on dissection: the scientific ethics, moral components, educational value, even the physical challenges. At NM, we do not choose to do animal dissections, though the value can be recognized. However, students did analyze plant anatomy through a flower dissection. Each part and function was discussed. The parallels between plant and animal anatomy were outlined. Many students noted that these flowers had once been living things, just like any animal that we might dissect, and we delved again into our scientific ethics discussion.

The outdoor environment is a ready made classroom. We have all of the diversity of life to entice the students through wonder and awe. Our classes are outdoors

everyday that weather permits and that may have influenced their choice to learn about nature for our first unit. However, giving them the choice is the critical shift taking the learning from originating from the

teacher and instead emerging from the students.



Jazlyn dissects her flower

Thank you!

Falcons would like to thank **James Kendall** for coming to speak to us regarding his environmental activism in Vietnam. He started an organization called **Keep Hanoi Clean (KHC)**. The ultimate goals of KHC are to: Help Hanoi become “green gem city” for sustainable living in south-east Asia, and replicate this success across Vietnam. Visit their website to see more details about the amazing work that this organization has done, <https://keephanoiclean.org/>. Mr. Kendall shared the challenges and joys of his work and held a discussion with students brainstorming ideas to remove single use plastics from our daily choices. Students were excited to share with him about our Adopt-A-Spot, the Springfield Nature Park, though they were sad to report that CoVid has prevented us from doing a clean up there for over a year. We hope to partner with Mr. Kendall once our clean up’s are able to resume and invite him to speak at one of our Farm to School events later this year.



Mr. Kendall in Vietnam



NM Welcomes Haily Hayslip to the Wing Team!



Hello everyone! I'm the new member of the Wing team, Haily, and I am excited to be starting at Nightingale this year. I am teaching math and chemistry, which I do have experience in, and sewing, which I am learning alongside the students. I can throw together a Halloween costume, but online tutorials are still a safer bet when it comes to the sewing machine. I've been loving meeting all the students and figuring out how to best guide their learning. This is my first year working as a teacher anywhere, and I am glad I found Nightingale to begin my teaching journey. I was looking for a change

after working at an animal shelter for a year, and I was drawn to Nightingale because of the emphasis on ecology and the integration of the natural environment. I'm happy to have been chosen to be a part of the Wings, and I look forward to meeting more of the Nightingale community!

Hi! My name is Emily Day. I am the new Wings English teacher-- British and American Literature. I may be familiar to some of you, as I worked with Sarah in the Falcons last semester. I am a Springfield native, and I am attending Wright State University to get my Master's degree in English Education currently. I am also a barista after school some days.

I love working with and getting to know the students, as well as the community here at Nightingale. This is such a special school, with such a supportive and accepting environment, and I am lucky to be a part of it! I look forward to getting to know the students better and helping them grow this year as we explore short stories, poems, and novels.

Bin Huang, long time teacher at Nightingale is moving on. We are sad to see her go but excited to hear about where her life takes her. We appreciate all that Bin contributed to our secondary program. She held high standards for our students academically and maintained a classroom with respect for all. Bin was primarily a math teacher but she also led cultural studies about Chinese society, history and language.

Bin innovated a completely new Montessori math material while working at



Nightingale, called the **Algebra-in-a-Box**. The Wing woodshop, Micro Business, directed by Todd Kreeger, partnered with Bin to bring her vision to life. This box can be used to teach integers and polynomial equations. Nightingale sold these boxes at the American Montessori Conference and they are being used in Montessori schools in Cincinnati, Washington D.C. and Seattle, Washington. Bin and her family, David and Zachary, have contributed so much to our community with their time, talents and dedication. We hope that they take their experiences at Nightingale with them and it can inspire them to joyful work wherever life leads!!

College Credit in High School—College Credit Plus at NM

The College Credit Plus English 1111 being taught by Sarah has been great so far. The other students and I like this class, and we're understanding the material we've been presented with. So far, we've looked into our individual discourse communities, the groups we belong to that no one outside of the community would completely understand. We wrote a narrative essay on that. Soon, we'll be learning to analyze texts for our upcoming assignments.



Jeremy working with Emily

Wing News