



Nightingale Notes

March 2021

April

- 1-2** **SPRING BREAK (March 29—April 2)**
- 5** **NO SCHOOL—Staff Day**
- 6-30 State Testing Days—3rd Grade—HS
- 23** **Midterm Quarter 4**

May

- 5** **School Photos—Individual Portraits**
Falcon (AM) and Wing (PM) Meal Pack @ Wittenberg
- 22 Graduation
- 28** **Last Day of School—End of Quarter 4**

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

UNDER CONSTRUCTION

Starting At the Top

The third phase of refurbishing 2525 N. Limestone Campus began Tuesday, March 23, 2021 with new, insulated roofs for pods 1 and 2.

Introducing New NM Board Member

Kristy Kohl McCready has more than 35 years' experience in the area of philanthropic development and constituency relations. The majority of her development experience has been in education and healthcare. In 2004, Kristy was recruited to Community Mercy Health Partners to lead the effort to secure funding for the anticipated new Springfield Re-

gional Medical Center. In 2006, she became the Executive Director of the Community Mercy Foundation and today she serves as President of the Mercy Health Foundation Clark & Champaign Counties. Prior to joining the healthcare system she was a member of Wittenberg University's Advancement team (1985 to 2004) where she held positions as Director of the Annual Fund, Director of Development and Executive Director of University Advancement. While at Wittenberg, she directed a capital campaign, securing more than \$72 million, exceeding the established goal.

Kristy received a Bachelor of Science degree and a Master of Arts degree from Miami University and has a certificate in fundraising management from The Fundraising School at Indiana University.



Kristy and her husband, Steven, are the parents of two daughters, Kelsey, an account manager at VIBES in Chicago and Lindsey, a second-year student in the Law School at the College of William and Mary.

Philanthropy has long-been a part of Kristy's life. Her mother was a "professional" volunteer who was passionate about providing assistance to grass roots organizations. "My Mother believed that one person could make a difference for thousands. She was a volunteer for a variety of organizations, helping to advocate for their mission in the small community where we lived. It was through her tireless efforts that I learned a charitable gift, no matter what the size, is special and life changing.

We As Montessori Teachers Seek To:

- Awaken the child's spirit and imagination
- Encourage the child's normal desire for independence and high sense of self-esteem
- Help the child develop the kindness, courtesy, and self-discipline that will allow him/her to become a full member of society
- Help the child learn how to observe, question, and explore ideas independently
- Offer the child the accumulated wisdom and understandings of our culture and other cultures throughout time

Our General Objectives are to meet the physical, emotional, social, and intellectual needs of the child:

Physical Goals:

- Develop a body whose movements are mastered and controlled
- Develop the fine coordination necessary for writing and manipulation of materials
- Learning activities which can be enjoyed into adulthood
- Learning movement, games and sports from many cultures and regions
- Emotional and Social Goals:
- Develop a good self-image.
- Have an awareness of one's own feelings.
- Be Sensitive to and consideration for the feelings of others.
- Have an awareness of one's effect on others
- Develop a sense of purpose - a reason for being

Intellectual Goals:

- Become a learner independent of the adult
- Master the necessary tools or skills in order to be able to pursue knowledge
- Develop personal responsibility
- Understand how to find information and use various media
- Recognize and appreciate the historical and cultural sources of knowledge

Content Goals:

- Learn content elements in all subject areas
- Understand the evolution of life and a feeling of responsibility toward aiding further evolution
- Understand that all people have the same basic needs and an appreciation for the variety of ways in which those needs are met
- Be aware of the interdependence of people and nations, with a desire for cooperation and peace
- Become a collaborator with nature and the ongoing work of evolution

Michael Dorer © 2016

Office Is Back to Full Operation!

Our beloved Guyia is back from her recovery after a minor operation and doing well. While she continued to help us by working remotely, we definitely missed her and are glad she is back!

NM would like to thank everyone for their patience as we continued to serve your needs as best we could while she was out. We would like to thank Wing, Emily Combs, for her dedicated service each day when she answered phones, delegated the needs of the front desk to staff and parents, and fulfilled her online class duties!

Time to Start Planning for 2021-2022

Time to Register for 2021-2022!
Registration Window April 1st—April 15th, 2021

- **Tuition Enrollment needs:** \$300 deposit per child and NM Form (will be sent April 1) to communicate SchoolCues application update and verification
- **Jon Peterson and Autism Scholarship Enrollment needs:** ODE Renewal Application, current proof of residence and a current IEP
- **Ed Choice, Ed Choice Expansion Scholarship Enrollment needs:** Income Application and Proof of Income, ODE Renewal of Scholarship Application. ****Send Income Application and Proof of Income to NM—We will be sending all applications to ODE by certified mail. This year we had too many individual applications marked not received by ODE when we are sure they were sent.**

For ALL NM STUDENTS SchoolCues will be opened from April 1st—April 15th to allow families to update and verify current information.

On April 15th, the current SchoolCues information will be transferred to SchoolCues 2021-2022 as your renewal applications and deposits are received.

We would like you to be able to get information about next year (i.e. the calendar) in a timely manner. All information will come to you from SchoolCues.

*Account balances must be up-to-date before renewal applications and deposits can be approved.

NM will open up the wait list on April 15, 2021, please make sure to claim your spot!



Navigate to www.schoolcues.com and click on the **Sign in / Signup** button.

There will be no change to the SchoolCues home page www.schoolcues.com

which will remain the same (No change).

New login page starting March 10, <https://portal.schoolcues.com/Default.aspx>

To Receive All Information from NM Through SchoolCues

Teachers and administration will reach out to you through various outlets that SchoolCues provides. To make sure you always receive communication directed to you please check all of the boxes.

- Choose all options in the module email preferences

USER EMAIL PREFERENCES

Guyia Wilson (gwilson@nightingaleschool.org) has opted to receive -

- NewsLetters
- Announcements
- Homework
- Class Updates
- Reminders
- Text Messages

URL Path Change for Current User Login Portal

Starting Wednesday, March 10th, the user login page, <https://www.schoolcues.com/Default.aspx> will change to <https://portal.schoolcues.com/Default.aspx> (changes sub-domain).

This change will not affect any functionality and will automatically redirect the user to the new login page. Most users will not see any difference on their screens, however, some users may have bookmarked the existing login page.

Please update this page to the new page.

If you as a user encounters a “**page not found error**”, please do the following:

1. Flush their browser cache
2. Restart their browser
3. Navigate to www.schoolcues.com and click on the **Sign in / Signup** button.
4. Alternatively, they can navigate to <https://portal.schoolcues.com/Default.aspx>

Gourmet Grub Program Update

Here at **Nightingale** our core value in our **Gourmet Grub Program** is the continued focus on Healthy Lives, Healthy Minds. As we all know, the effects of COVID have been enormous on our feeding program. While we have been able to maintain operations providing food to both campuses, and our remote learning community, our daily cooking classes, student-led demonstrations, gatherings, field trips to local farms, vendors and stores had to be temporarily suspended. Our ability to cook hundreds of meals a week from scratch was drastically impacted.

Our local supply chains were all but destroyed during the pandemic with the closure of markets. This had many effects including limiting our ability to locally source fruits and vegetables, set up and fundraise at our local farmer markets with micro business, and our nutritional outreach programs.

The good news is we have been working many hours with interns, volunteers, community partners, and students to continue the rapid expansion of our edible food projects. We will continue to meet and exceed our goals of integrating our own foods grown in school gardens not only in our program but regionally as well.

Our Falcon and Wing students have been excited brainstorming what recipes will be perfect to raise money during this Summer's Farm to School Classes and 2021 Market Season, and our kitchen is back in business with daily classes.

Thank you!

Special Thank you to **Honey Creek Farm** and **Adam and Mia Frantz**, parents of **Hummingbird, Rosie and Chickadee, Marie** for the generous donation of 30 pounds of locally grown Organic Ground Beef!

Our Falcon chefs will make homemade meatballs and meatloaf during explore week to use in our feeding program!



Falcons, Alex and Shay, baking quick bread to prepare for market season

Gourmet Grub



Falcon, Zephaniah, is laying pavers donated by Bryce Hill and purchased with Farm to School Funds. The pavers will lead from our future kitchen and hosting site of various Farm to School Outreach Activities into our production greenhouse.



Rosie and Marie enjoy our new Chickadee outdoor area



Orlando cuts paper using scissors.



Asher experiments with imagination



Adelaide works with the ball return.



Germanie practices making horizontal lines.

Fine Motor Development

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

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 and promote independence. 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. Montessori**, understand fine motor development to be one aspect of a balanced approach to guided development that includes mental, physical, and moral aspects. The **Hummingbirds** are provided with multiple opportunities to develop and strengthen these skills each day. The photos in this newsletter show a few of the many ways the **Hummingbirds** are working hard to develop these small muscles. **Adelaide** and **Austin** are displaying their ability to reach, grasp, and move objects. Eventually, they will be able to stack blocks like **Zamirah**, string beads like **Rosie**, manipulate magnets like **Asher**, use scissors like **Orlando**, and use a writing utensil like **Hazel** and **Germanie**.

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.

Hummingbird News



Rosie strings large beads together.



Zamirah stacks blocks.



Austin examines a shell.



Hazel practices making vertical lines.

Sensorial Emotional Experiences Impact Aesthetic Expression

From kinetic climbing work and icy taste delights to the sight of early Spring life, feet buried under the rain-soaked sand, and numbers learned on slices of a tree branch, students are under the spell of the elements. A patio is created with bricks. A hammer taps a line of nails into a stump. The welcomed warm sun influences a personal artistic statement in chalk.



34 filling in floor



Leilani, Marie, Callie



Kennedy and Oliver



Callie



A different perspective



Almost looks like an instrument

Chickadee News



Evan and Leo



Investigating



Texture from nature

Spring Weather

Spring is quickly approaching us! As we begin our fourth quarter for the school year, we want to remind families about appropriate weather wear. We (hopefully) no longer find ourselves lugging around our cold weather gear! Please look over the following recommendations for your child to bring with you as they come to school. A large part of their curriculum this year is outdoors, so they need to successfully be prepared for this environment!

- Comfortable clothing
- Layers for morning chill and afternoon warmth
- Outdoor shoes (such as sneakers or outdoor sandals-like Keens)
- Boots (if you anticipate rain or mud)
- Extras! (Sometimes they might need an extra pair of socks, or pants! This is helpful to have)



The first week of March, Eagles explored Belgium more in depth. They reviewed the European Continent comparing countries by size, location and language.

Thanks to Ironworks Springfield, Eagles were able to try original Belgium waffles.

They enjoyed learning more about art and culture that week. Eagles analyzed two art paintings from Belgium galleries and created their own picture by rolling a tennis ball in a box with paint.



Mia, Sevynn and Rosie enjoy Belgium Waffles

Geography

In honor of Inventors' Day on February 11th the Eagles learned about the history behind some of our most famous inventions around the world and explored a few inventions from different continents. They enjoyed hearing more about inventions made by children and had the chance to think of ideas on their own. They proudly presented their inventions to other classmates. The children were practicing listening to others and building confidence in public speaking. Eagles were able to use the outside tent as their classroom which is one of their highlights of their day.

Eagle News



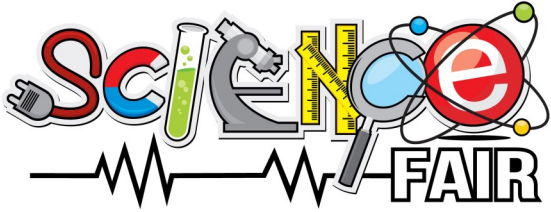
River presents her invention to the class



Rylee presents several ideas for Inventor's Day



Romeo shares artwork



Aaron: Does mass affect how far an object can be launched by a catapult?

Aliay: What chemicals will help and what chemicals will hurt flowers?

Audriana: Are birds more attracted to certain types of bird seed?

Blake: Will distractions cause someone who is playing a car video game to crash more often?

Braum: Are water balloons or air balloons more resistant to popping?

Brayden: Does the slope of an incline affect the speed of a hot wheel car?

Charlie: Which type of paper towel will absorb the most water?

Chino: Do people's weight vary throughout the day?

Keith: What makes ice melt the fastest?

Ladainian: Does the weight of a paper airplane affect how far it can fly?

Lola: Which egg armor design will protect an egg the best?

Lukas: What type of bird seed will attract the most birds?

Malcomb: Do things float better in saltwater or freshwater?

Morgan: Does the temperature affect the types of bugs that are in an area?

Nick: Do dogs have a paw preference like humans?

Noah: Which material will block the magnetic force the most?

Olivia: Does mass affect speed?

Sam: Do different sized pots affect the time it takes the same amount of water to boil?

Sincere: Does mass affect how far an object can be launched by a catapult?

Vivian: Does doing yoga increase flexibility and improve balance?

Wyatt: Does a non-name brand stain remover work as good as a name brand stain remover?

Owl News

Eleni: Do video games trigger a response from the body?

Eliza: Does temperature affect how fast different seeds germinate in water beads?

Gavin: Which type of food can power a calculator and produce the most electricity ?

Janiya: How does buoyancy help a shark (model) stay afloat?

Jazlyn: Which brand of battery will last the longest?

Joey: Will the shape of a model volcano affect the volume of the eruption produced?

Jordan: How well do the air purifiers in our school remove particles from the environment?



Braum and Eleni work on math using the Montessori Stamp Game and the Montessori Fraction Box

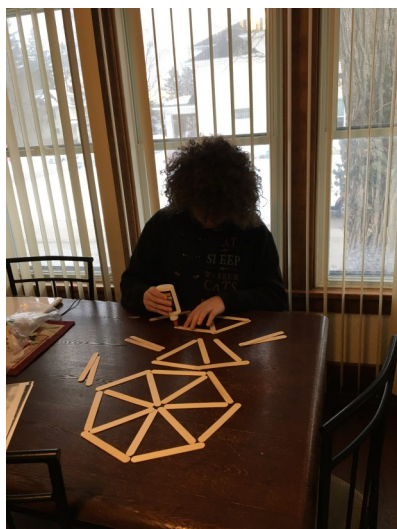
Learning Through Our Fears

Zane Lambdin is building a model Ferris Wheel for a science lab. This cross curricular project was a platform for a geometry review, a history lesson, an introduction to physics, a discussion about safe risks and even human physiology. We started with talking about joy that comes from riding a Ferris Wheel. Joy can be a wonderful catalyst for learning. Students then expressed having a fear of heights, fear should also stimulate us to learn. Knowledge alleviates fear with logical understanding.



The geometry of the wheel is constructed with popsicle sticks but the angles of a hexagon stay true no matter the materials it is made of, 120 degrees at each angle. Glueing these sticks was a challenge and gave the students an opportunity to fail. Many experimented with various glues as well as techniques to clamp and hold the structure until it was dry.

Pleasure wheels have existed for centuries. An English traveler sketched an early Ferris Wheel in 1620 after seeing one in Bulgaria. However, the 1893 World's Fair in Chicago made the wheel ride famous. George Washington Gale Ferris Jr. (1859 - 1896) built his one-and-only Ferris Wheel for Chicago. It was meant to rival the Eiffel Tower, which Paris had built for the 1889 exposition. It did rival previous structures and rides, because the 36 gondola cars held 60 people each, totaling 2,160 riders at once.



We are using the Fairgrounds to look at real world physics problems. The Ferris Wheel allowed us to look at the motion of a circle, gravity and normal forces. Students not only built the three dimensional model, they made technical drawings attempting to visualize the ride from three perspectives. They also mapped the ride into an amusement park of their design.

Our discussion about amusement park rides was tied to a recent math lesson. Our mock stock market simulation requires each student to do a personal risk analysis. Roller coasters and amusement rides give people an outlet for feeling fear and taking risks but having the security of knowing they are safe. We discussed what happens in a human body while riding a roller coaster; the effect of positive and negative G's. The physiological experience of facing fears is something the students can learn about and understand.



Herman Melville said, "Ignorance is the parent of fear." Typically, each year Falcons plan trips and events allowing students to grow through their experiences; canoeing, ziplining, traveling, camping. These opportunities can evoke stress or fear in the students and we work through by learning as much as we can about the planned events. We are still using learning to defeat our fears even without traveling. Students are learning how their bodies and minds react to fear, enabling them to counter with cool logic.

English

The All American Boys group of students in third year English have been working through a thematic unit about overcoming fear. The culmination of the unit is a fear burning ceremony. Students will write their fears on slips of paper and throw them into the fire to symbolize the overcoming of their fears. The ceremony will open with Francesca Battistelli's "The Break-up Song" about breaking up with our fears. Students will then burn their fears. We are excited to continue exploring overcoming fear through this activity and to connect as a group as we undergo the burning of our fears.

Falcon Explore Week will once again provide daily nutritional educational classes with our experienced **Falcons** demonstrating their culinary skills for the **Owls, Eagles and Hummingbirds** and engaging them with taste tests of foods and herbs Gourmet Grub preserved from the 2020 Pandemic Growing Season.



Fresh Salsa

The Nightingale Montessori Species Guidebook

Species Name: Bald Eagle
Scientific Name: *Haliaeetus*
Leucocephalus
Family: Accipitridae

Description

An adult bald eagle has a bright yellow beak, white head, yellow and black talons, crisp golden/silvery eyes, and a brown body. The adult is about 3ft long with a 6ft wingspan, weighing about 12lbs. They have the largest nests out of any birds in North America. They enjoy eating trash, and have become kind of a nuisance at trash collection facilities.



**Alaskan Trash
Collections Facility**

Where to Find the Eagle

You can sometimes spot it flying overhead. Some people also say they've seen two flying together.

Observational Poetry

A huge bird flies high,
with flashes of white,
brown, and gold. Silvery
vision shines right
through your soul. It
goes off to scavenge.

Eagle Eating Whale Carcass



History of the Bald Eagle

From June 20, 1782 til now the Bald Eagle has been our national bird. Many people hunted Bald Eagles and golden eagles for sport to stuff them or to sell their body parts. In 1940 The Bald and Golden Eagle Protection Act was enacted because the bald eagle and golden eagle were close to extinction. Bald Eagles are no longer endangered, however it is still illegal to: shoot, kill, or process a Bald or Golden Eagle.



Entry made by: Roy Wood

Wing News

Cross-Curricular Project

A cross-curricular project is underway for the Wing English and history classes at the moment. For the past several weeks, students have been engaging in the creation of what they hope will be a great gift to the Nightingale community. The goal is a "Nightingale Montessori Species Guidebook," which will eventually include every known species of plant, animal and insect on our ten-acre campus. Within each species entry, a wing student will include the scientific name and popular name of the species as well as some basic information about the appearance and behavior or characteristics of the species. Pictures will be included, and will eventually be replaced by ones taken by students as the seasons progress. The guidebook page will also help it's readers locate the specific species on the Nightingale property.

In conjunction with our English unit on poetry, students will include a short poem that they write after learning about and observing the species. To involve the skills that students are learning in history, students will give information on each species about either historical uses that humans have had for a certain species, or historical bits of information and understanding that has been gleaned about the species. This would include things like medicinal use of a plant by native Americans, or the symbolic nature of a certain species in American folklore.

In the end, our goal is to present copies of this guidebook to our community and to each classroom at the beginning of the next school year as we begin our journey together as a whole school at the new building.

Below is an example guidebook page, created by Roy Wood, on the bald eagle which has been sighted above our school several times in recent months.