



# Nightingale Notes

January 2024

## February

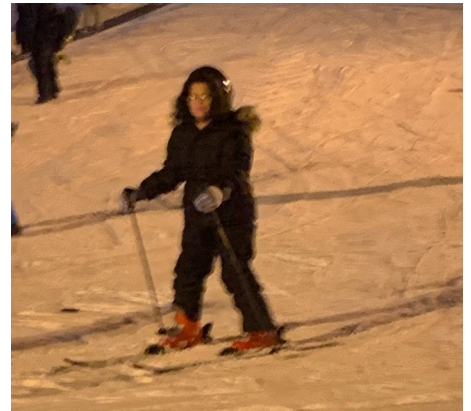
- 8 Ski Club
- 9 **Mid-term Quarter 3**
- 15 Ski Club
- 19 **No School—Presidents' Day**

## March

- 6 Eagle Wax Museum
- 7-8 **No School—Professional Development Days**
- 11 **IN SESSION—calendar change announced**
- 15 **End of Quarter 3**
- 25-29 **No School—Spring Break**



## Ski Club



We have 23 students (Eagles, Owls, Falcons and Wings), 3 skiing chaperones, 2 lodge chaperones, and 4 parent skiers! Now, if we could just get the weather to cooperate and get more snow!

## There Is No Montessori Pedagogical Method

By: Michaela Tuckova

The Montessori educational theory is a strange beast – in that, at its core, it is not about pedagogy at all. Dr. Montessori, quite famously, did not want to be a teacher. Born in 1870, pedagogy would have been a highly suitable career for an intelligent, educated young woman. Her mother had been a teacher herself, and her father wished for her to take the same path. But signorina Montessori had different ideas, and wanted more for herself. She wished to learn how things worked: the world as a whole, the human body in particular, the human mind... and she followed that wish by studying technical sciences, by becoming a doctor, by further studying and teaching university courses in psychology and anthropology.

Being quite the determined woman – stubborn as a mule, if you will – Dr. Montessori accomplished exactly what she set out to do. Learning how the human being worked became her life's work, and her legacy to us. Even as Dr. Montessori became one of the most famous educators of the world, she remained a scientist, experimenter and observer; the children became her dearly beloved subject matter. She did not show us, not at first, how to educate the child. She showed us who the child was (her seminal work could not be more aptly named). Dr. Montessori observed and deduced, studied and investigated, what it was the child needed most. Her experiments were not so much to build a pedagogical theory but simply to find out how best to fulfill those human needs. She found out, to her surprise and delight, that by doing so the traditional aims of pedagogy are fulfilled as well: that the child, if given the right opportunity, will learn all on their own.

Education, in the Montessori view, is not about transmitting knowledge, whether higher mathematics and philosophy or practical, vocational training. It is in its essence the act of supporting the child, providing them the necessary resources so that they may educate themselves, by which we mean: create the person they are to become. Education is not teaching. It is an aid to life.

In reality there is no Montessori method, there are not Montessori principles – what we are speaking of are universal principles guiding the development of man from conception to maturity. In order to understand Montessori, we need to understand that it is the tendencies of man which govern his development and that these tendencies must be realized and catered for, if there is to be any real change in the structure and content of education, with a consequent answer to the problems facing us today. Margaret Stephenson, 1956

This is why all the essential pillars of Montessori theory are concepts and guidelines of human development, with nary a note on classroom management in sight. Cultures shift, classrooms change, our lifestyles transform; the children of today live in a world barely comprehensible to the children of a hundred years ago. But their humanity is the same, and therefore the Montessori approach is as fresh, vibrant and applicable as ever before.



There is more than one way to do anything, my first trainer said. It is not necessary to have the Pink Tower or the Binomial Cube or any of the beautiful materials from our curriculum (although they have been found, over the past century, to be useful; and so we shall likely keep them around for a while yet). It is not necessary to furnish your home the way Dr. Montessori's grandchildren had theirs furnished, or to follow the same schedule she instituted at the first Casa with your four year old. But we do have the duty and responsibility to study children; and we have the great advantage of being passed a life's worth of Dr. Montessori's brilliant work to help us. To understand the human characteristics we share with children and the ways in which they are different from us. To assist them as they work and learn and grow on the path of becoming adults. That is, in its heart, the Montessori Method.



Alumnus, Spence Ramey, stops in for a visit.

All School News



## How We Celebrate Valentine's Day In Our Montessori Classroom *By Glynis Hamilton Posted February 10, 2020 In featured*

Did you know that [Valentine's Day is the second-most disliked holiday](#) behind Black Friday because (like Black Friday) it's driven by seemingly needless consumerism? In contrast, in our Montessori classroom, we use the holiday to focus on sharing small, thoughtful gestures for one another in an inclusive, loving environment. Let's take a look at how we celebrate Valentine's Day in our Montessori classroom.

### Learning the history of Valentine's Day

Whenever we celebrate a holiday in our classroom, we use it as an opportunity to teach children about the religious or cultural history of the holiday. In the case of Valentine's Day, its origin, while murky, took place in the Middle Ages in England and France. St. Valentine was among the most popular saints in Northwestern Europe at the time. He was regarded as a sympathetic, heroic, and (most importantly) romantic Saint. St. Valentine's romantic reputation was due to his secret marrying of soldiers who Emperor Claudius II forbade from marrying. Teaching children about a holiday's history allows them to transcend the superficial aspects of a holiday. This allows them to better understand the modern ritual of people writing affectionate letters to friends and those they love on Valentine's Day.

### Removing the competition from Valentine's Day

For adults and children, this day of love can often turn into a competition. Who bought the most expensive gift for their loved one? Who received the most cards from secret admirers? In a Montessori classroom, we remove the element of competition. We do this because love should not be looked at as something we can measure as a quantity. Instead, we have children write affectionate letters for one another! This exercise allows ***each child to focus on how they want to express their appreciation for one of their peers.*** *This also ensures that all children receive a thoughtful card and that no child thinks love is measurable by the accumulation of things.*

### Focusing on each other, not candy

Children have a sweet tooth — we all know this. While an aspect of Valentine's Day involves sweets, we maintain a focus on exchanging love, gratitude and kindness with one another through words and actions, not sugar. At Montessori, we encourage parents and educators to implement this approach to holidays in the home and in the classroom. Our celebrations have a rich history and deeper meaning beyond the consumerism that has engulfed us. Teaching the history and meaning behind holiday celebrations is a great way to weave knowledge and awareness into our children's lives. If you would like some helpful, instructional resources for your children, or if you'd like to know more about how we celebrate Valentine's Day in our Montessori classroom, please [get in touch](#). NM Valentine's Day Celebration

### Valentine's Day Celebrations at NM

Students may share HANDMADE Valentine notes with their

classmates. In a variety of ways, classrooms are facilitating this activity here at NM if a student chooses to participate. Your student may also choose to make Valentines at home to bring to share with classmates on Valentine's Day. You may send in a Valentine's Day snack if it is a SMART Snack (a healthy treat).

---

### NM Valentine Plans

Please send ONLY SMART Snack Treats and/or Handmade Notes—if you so choose to participate.

#### Hummingbirds and Chickadees

Students will have opportunities and activities to make Valentines for classmates as part of the classroom work and activities. Parents may send a healthy SMART Snack to share if they so wish.

#### Eagles

Some Eagles will research the origin and ponder the various customs of this holiday. A presentation will be offered to their classmates.

To acknowledge each other and show our appreciation for acts of kindness the Eagles will have a small celebration in the classroom. Students may bring a healthy snack and a "handcrafted" Valentine for friends if they choose. Please do **not** buy commercial cards or send candy to school. Thank you for supporting our stewardship values.

#### Owls and Falcons

Owls and Falcons will be invited to make Valentines and cards that express appreciation and gratitude for one another. This project will be part of the poetry class activities. If students want to bring handmade Valentines or a SMART Snack to share with classmates, there will be an opportunity to do this during the lunch hour.

#### Wings

Wings may choose to independently share a handmade Valentine with a classmate if they choose to do so.



The high school culinary team worked together to make 400 meatballs from scratch for our Lunch incorporating dried herbs harvested from our school garden, eggs from our chickens on site and meat sourced from New Carlisle! Good job everyone!



Students Grind their own flour and learn benefits of selecting healthy grains for optimal physical fitness. Complex Carbohydrate-Whole grains are good sources of fiber, as well as **potassium, magnesium, and selenium**. Choose less processed whole grains such as quinoa, buckwheat, and whole-wheat pasta.



Astro, in our Owl Test kitchen, preparing Sweet Potatoes with various spice blends for taste testing.

*Thank You...*

Our Wings would like to offer a sincere thank you for the support from our Nightingale Friends and Family of our First Holiday Bake Sale! Students, staff and volunteers worked cooperatively to raise our program almost \$700! Our community goal is to raise \$3,500 by the end of our academic school year to build our outdoor kitchen. Look forward to information regarding our February bake sale for St. Valentine's Day!

Lycopene is a plant nutrient that gives fruits like tomatoes and grapefruit their color. It has been linked to improved heart health, sunburn prevention, and protection against certain cancers.



Eagles make a spice blend for our spaghetti sauce incorporating school grown herbs and four gallons of frozen tomatoes sourced from local providers and preserved by students.



Chloe- Whole grain Blueberry Breakfast Bread

**Gourmet Grub**





GeVaya, Cameron and Cienna doing hole punch work for hand strength.



Jonah washes dishes.



Lucy works with the knobbed cylinders.

## SPECIAL ANNOUNCEMENT

Big News! A new restroom was installed in the Hummingbird space – no longer do we need to gather in small groups to travel through the office space for our toilet facility. The new location provides independence and convenience for children who are just learning to navigate the details of clothing challenges and the immediacy of the call of nature. Congratulations to several Hummingbirds who are or will soon be mastering this great mark of accomplishment.



Auggie, Cienna and Calvin work together to pull a large object.



Aviel folds laundry.



Maggie focuses on work.



Brayzen stacks blocks.



## TOP 5 TOOTH MYTHS



### MYTH 1: CAVITIES IN BABY TEETH AREN'T A BIG DEAL

Kids with cavities in their baby teeth are 3x more likely to get cavities in their adult teeth. Baby teeth are important place markers for adult teeth. Baby teeth have a thinner enamel than adult teeth, so cavities worsen quickly.



### MYTH 2: CAVITIES IN GENERAL AREN'T A BIG DEAL

Cavities are a disease. Untreated, they cause pain, disfigurement, infections, and changes in sleep/eating habits and school performance.



### MYTH 3: CHILDREN CAN BRUSH AND FLOSS ON THEIR OWN

Until age 8, kids don't have the motor skills to brush or floss well enough on their own. Children need help brushing and flossing.



### MYTH 4: CHILDREN DON'T NEED TO SEE THE DENTIST UNTIL AGE 5

Kids should have their first dental visit before they turn 1. Starting early helps kids get comfortable with the dentist and prevents future decay.



### MYTH 5: FLOSSING DOESN'T MATTER

Brushing does NOT remove plaque between teeth. Flossing is needed to remove plaque between teeth before it hardens into tartar.



Want more information?

[smiles@uth.tmc.edu](mailto:smiles@uth.tmc.edu)

## Top Toothbrushing Tips

Use the tips below to help your child brush like a pro!



### Help your child brush

Let your child brush on their own, then finish brushing for them to make sure all tooth surfaces have been thoroughly cleaned.



### Brush together

Make brushing a family affair. Show your child how to brush, and ask them to imitate you as you brush hard-to-reach areas.



### Be gentle

Scrubbing too hard damages gum tissue. Be sure children are brushing with very gentle pressure. It's easier to brush gently when the toothbrush is held loosely.



### Brush in big circles

Brushing in large, sweeping circles helps kids clean their teeth more effectively than back-and-forth scrubbing. Kids should aim the toothbrush for where the gums and teeth meet.



### Use music or a timer

Allow your child to pick a special song to brush to or set a timer to help kids get excited about brushing for the full 2 minutes.



Want more information?

[smiles@uth.tmc.edu](mailto:smiles@uth.tmc.edu)



## Parent Corner

### Parent Help Requested

Learning to tie a bow is an important skill for five-year-olds to learn. If your student has shoes that need to be tied, please work with them at home to master this skill before sending them to school in tie-laced shoes. We work on the skill of tying at school; however, until it is mastered, it is a roadblock to independence for the child who has to work many times a day to tie their shoes before going outside or to the lunchroom. Thank you for your support of this need.

Please do not send your child to school wearing jewelry. We recognize that children are interested in wearing necklaces, bracelets, rings, etc. However, it is such a distraction at school as it becomes a disturbing fidget impacting concentration. Additionally, items get lost, broken, or traded, and feelings get hurt. We appreciate your understanding on this matter.

"The things he sees are not just remembered; they form part of his soul." -Maria Montessori on the "absorbent mind" - her description of the unique effect of experiences in the lives of pre-schoolers.

The Chickadees joyfully shared in universal festivities that carry the light of joy and happiness through the shortened days of winter in communities all around the globe. The class daily practiced peace songs and ethnic dances with Eagle siblings for their momentous seasonal performance. They scrupulously prepared boxed snacks with a choice of grapes with cheddar cheese cubes and chocolate-dipped pretzels for their friends and families to enjoy during the show.



Simone, Arabella and Ari



Germaine and Eva

On December 14th, 2023, World Peace Night, it seemed especially wonderful and venturous to come to school on a shadowy sunless evening. Student-made paper chains and flying dove decorations hung from the corridor ceiling. Wool snowmen with real stick arms hung impressively alongside several of their world maps. Some children had made lanterns from punching holes designed on small tin cans that lined the front of the stage.

While they anxiously waited for their small stars to appear, the audience was treated to a video on African children dancing to Michael Jackson's music in the Congo prepared by their visitor, Jeanne Nightingale. She pointed out that Jackson had been inspired by African dancing, thus uniting the cultures into a full circle.

Costumes were worn by teachers and students from NM's international collection. They have been generously donated by many international families over the forty-five-year lifetime of Nightingale Montessori. The garments had been selected and sized

ahead to project the production scheme of uniting many cultures into a wished-for peaceful world.



The Absorbent Mind of Montessori's teaching was soulfully enhanced further with other traditional holiday activities like lighting bulbs on a Christmas tree and cookie decorating in the school kitchen.



Brendon decorates the Christmas tree.



Mason and Maverick put icing on cookies.



Aubree and Kenna



## Wax Museum Coming Soon!

Wax Museum is well under way. The Eagles are very excited to be learning about the people in history they have chosen for our Timeline of People. We hope they are buzzing about it with you as well. We have sent home slips asking if students will be making their costumes at home or here at school; we do have some rough material that we can fashion into costumes. Please feel free to send in anything that you may think will be helpful or useful for your student's project. If you have any questions, feel free to reach out. Please email Aimee Hamilton [ahamilton@nightingaleschool.org](mailto:ahamilton@nightingaleschool.org)



Our chickens!



Holding court



Math work

Eagle News



Bringing in the chickens



Geography work



## Ohio Caverns

A perfect day for Owl students to attend the Ohio Caverns in West Liberty, Ohio. 33 students and 5 teachers divided into 2 groups to head underground, reaching depths over 100 feet below surface. We learned about the different types of crystals including stalactites and stalagmites. We learned the importance of not touching crystals to preserve their uniqueness. We even had the chance to see a special stalactite by the name of Big Bertha!



In the Owls' yard



DeShayla and Nemariah working on a play



MaKenzie and Ali with ice.





## Kick-off and Culminating Activities

Montessori teachers must demonstrate the ability to incorporate special activities that bring excitement and real-world authenticity to the Cycle of Study theme or content, and that directly addresses the Needs of the Adolescent. The **Falcon** class has a theme of Exploration for Quarter 3. In English, students will read stories like *Percy Jackson, the Lightning Thief* or *The Book Thief*. In History they will research American explorers of the West like Boone and explorers of the mind like Adams. In science they will look more deeply into how to document and share new data and discoveries. However, before we start Quarter 3 we must send off Quarter 2 with a culminating activity. Kick-off and culminating activities overtly introduce and wrap-up the theme for the quarter.

Kick-offs and Culminating Activities should be engaging, connected to theme or content, take place at the beginning (kick-off) or ending (wrap-up) of the quarter, and consider the needs of the adolescent. Maria Montessori expressed the goal of elementary education as normalization. This means children are acquainted with how to learn and concentrate and what is expected from them. At the adolescent level she used the word Valorization. Maria Montessori's concept of Valorization is the term for an adolescent's process of becoming a strong and worthy person, when they realize they are useful and capable of effort. To support the students in reaching this goal teachers create situations where students experience any of the following:

- joy
- optimism
- confidence
- dignity
- self-discipline
- self-sufficiency
- Initiative
- independence
- helpfulness
- mindfulness
- the ability to work with others

To culminate Session 2 students will build a fire in the woods, use it to make their own willow branch charcoal pencils for art, and enjoy a healthy snack heated on the fire. We are wrapping up a unit about inquiry and questioning and moving into the theme of Exploration. This fire will help serve as a benchmark for both of these activities.

**"All of the work during this period will shift the plea of the child from "Help me do it myself" to the plea of the adolescent in the period of valoration, "Help me think for myself." - Dr. Maria Montessori**

Paula Polk Lillard in her book *Montessori Today*, on page 156 says "At this third plane of development, (13-18 years old) Montessori uses the term 'Valorization' of the personality. Valor is a derivative of the latin word valere -- to be strong or worthy. It is in this sense of discovering and developing one's own worthiness and strength that Montessori considers the 'valorization of personality' as the goal of the third plane." Each activity, lesson and outing has this higher goal for adolescent education.

The following list of adolescent needs demonstrate they are still exploring so much of themselves and the world around them.

## The 7 Gateways

**The Yearning for Deep Connection:** *"The yearning for deep connection describes a quality of relationship that is profoundly caring, is resonant with meaning, and involves feelings of belonging, or of being truly seen and known. Students may experience deep connection to themselves, to others to nature, or to a higher power."*

**The Longing for Silence and Solitude:** *"The longing for silence and solitude, often an ambivalent domain, is fraught with both fear and urgent need. As a respite from the tyranny of 'busyness' and noise, silence may be a realm of reflection, of calm or fertile chaos, an avenue of stillness and rest for some, prayer and contemplation for others."*

**The Search for Meaning and Purpose:** *"The search for meaning and purpose concerns the exploration of big questions, such as 'Why am I here?' 'Does my life have a purpose?' 'How do I find out what it is?' 'What is life for?' 'What is my destiny?' 'What does my future hold?' and 'Is there a God?'"*

**The Hunger for Joy and Delight:** *"The hunger for joy and delight can be satisfied through experiences of great simplicity, such as play, celebration, or gratitude. It also describes the exaltation students feel when encountering beauty, power, grace, brilliance, love, or the sheer joy of being alive."*

**The Creative Drive:** *"The creative drive, perhaps the most familiar domain for nourishing the spirit in school, is part of all the gateways. Whether developing a new idea, a work of art, a scientific discovery, or an entirely new lens on life, students feel the awe and mystery of creating."*

**The Urge for Transcendence:** *"The urge for transcendence describes the desire of young people to go beyond their perceived limits. It includes not only the mystical realm, but experiences of the extraordinary in the arts, athletics, academics, or human relations. By naming and honoring this universal human need, educators can help students constructively channel this powerful urge."*

**The Need for Initiation:** *"The need for initiation deals with rites of passage for the young – guiding adolescents to become more conscious about the irrevocable transition from childhood to adulthood. Adults can give young people tools for dealing with all of life's transitions and farewells. Meeting this need for initiation often involves ceremonies with parents and faculty that welcome them into the community of adults."*



## Why Circles?

### Finding Value in Montessori Community Meeting

Every meeting students are given the opportunity to practice:

- Respect
- Grace and Courtesy
- Self Governance
- Equality
- Safety and Trust
- Restorative Justice
- Appropriate levity
- Voicing Concerns - Interpersonal or Academic

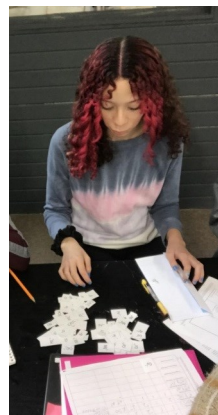
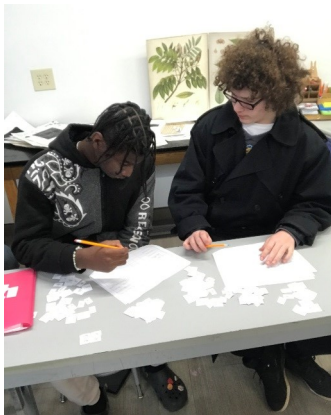
**These skills are practiced through the following procedures:**

- Each child can look into the eyes of all of the participants
- We will sit in a circle with no one sitting behind or in front of each other
- All attendees will be at the same level; all on chairs, all standing or all sitting on the floor
- Students lead the meeting under the guidance of the teachers who facilitate rather than lecture
- The roles for students to fulfill include:
  - Leader: to engage each step of the meeting and acknowledgements
  - Greeter: chooses a question that could be an icebreaker 'Where did you grow up?' or could be more of a check in 'What was the best thing that happened over the weekend?' or could introduce new content 'Say one thing you know about THIS topic'
  - Attendance taker: as the greeting goes around this student verifies all are present and participating in the meeting
  - Movement guide (stretch leader)
  - Announcements or planner leader
  - Reflection leader.
- Optional meeting jobs could include
  - Facts sharing like 'Today in History'
  - Observer to note the productivity and positivity in the meeting.
- Teacher announcements can be written down and given to a student to present to the class

**All of these things allow students to engage in their community and strengthen their voice in the growth of our community.**



SAVE Promise Club Activity



Noah L., Ladainian, and DaeSha are completing the Ions in their "Hands Lab" during Physical Science.



Brayden shares his Eiffel Tower model.



## Montessori Secondary Education - from the Erdkinder writings of Dr. Maria Montessori

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

- Dr. Maria Montessori, Childhood to Adolescence

Montessori schools today are faced with balancing the demands of the state and Montessori’s goal of whole child development. The industrial model of public education is based on testing and comparing students to each other. The Montessori approach sees education as a natural process carried out by the child. Teachers are guides through learning experiences and learning is not acquired by sitting and listening to words. Nightingale Montessori navigates this balance through the inputs of a team of teachers that are able to provide each student with a variety of opportunities for learning. The teaching staff reach a diverse student body with lessons and activities that allow students to question their beliefs and actions.

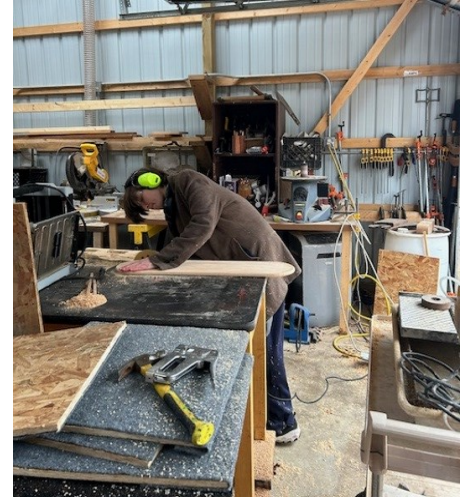
“Men with hands and no head, and men with head and no hands are equally out of place in the modern community”

- Dr. Maria Montessori, Erdkinder Essay

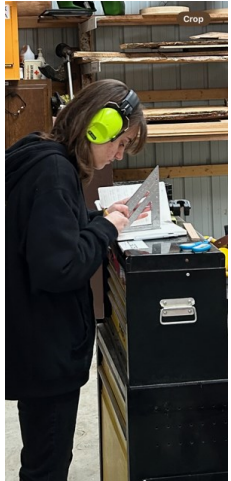
Quarter 2 of this year's Ecology, Erdkinder was our woodland quarter. Students claimed territories, built shelters and planted native edible species. This allowed us to live out the “Needs of Human lessons” that made it feel very real for students. An estimated 1000 plus buckthorn were removed in our four acre woodland restoration. Not quite reaching our goal of Buckthorn free in 2023 but leading to our new slogan Buckthorn no more in 2024! Besides work in the woods, students helped to maintain our animal program of chickens and rabbits. They built hardscapes such as stone patios and paths. Prepared over 1000 plants for overwintering in ‘Our Earth’ native plant nursery.

Students spend time reflecting about the importance of this time in the woods. They wrote essays with their insights...Their writing is improving and they feel more creative. They felt a connection to other species by spending more time in the woods. They were empowered through their freedom as many commented that the outdoors was a less restrictive environment than their indoor classroom. They read and discussed a poem each day focusing on Walt Whitman, Robert Frost, and Mary Oliver. To see such diverse students stand shoulder to shoulder and admire their work is to glimpse the brotherhood of mankind.

The final days of the second quarter were both cold and quite productive in the shop. Shay, Jazlyn, and Rae all finished personal projects that they were working on. All three of them were very determined to get them done. We will still have shop class on Fridays, but it is difficult to work in the cold. We are hoping for some warm winter days. All of the shop students have done very well this year and I am very proud of them all. For the next few weeks we will move indoors and the wings will focus on health, PE, and personal finance.



Rae works on a skateboard.



Jazlyn makes a template for her project.



Jazlyn with her custom wooden dagger



Shay’s cat tree