



# Nightingale Notes

February 2020

## Preparing for Earth Day Celebration

### March

- 2 Eagle Bookmobile  
Owls/Falcons - Girls on the Run & Heart and Sole
- 3 Clark County Science Fair
- 5 Ski Club  
Owls/Falcons - Girls on the Run & Heart and Sole
- 9 Eagle Bookmobile  
Owls/Falcons - Girls on the Run & Heart and Sole
- 12-13 No School - Professional Development Days**  
**AMS National Conference - Dallas, TX**
- 16 Eagle Bookmobile  
Owls/Falcons - Girls on the Run & Heart and Sole
- 19 Wittenberg Lesotho Program
- 21 Cincinnati Montessori Society Conference**
- 23 Eagle Bookmobile  
Owls/Falcons - Girls on the Run & Heart and Sole  
Wing Explore Week Begins
- 26 Owls/Falcons - Girls on the Run & Heart and Sole  
Owl Parent Showcase 2
- 27 End of Quarter**
- 30 Eagle Bookmobile  
Falcon Explore Week Begins

*Save The Date*

April 25—NM Earth Day at North Campus





# Nightingale Montessori

Welcomes you to a

Festive Celebration For Families, Friends & Neighbors

## Edible

# Schoolyard & Nature Preserve



**Join us** for an afternoon on our new campus. **Tour** our edible organic landscapes, our living lab greenhouse & biodynamic garden beds. **Walk** our woodland restoration trail. **Visit** our enchanted food forests, arboretum & wetland habitats.

2525 North Limestone Street  
Springfield, OH  
Saturday, April 25, 2020

50<sup>th</sup> Anniversary of  
Earth Day

**FROM 2:00 - 5:00 pm – RAIN or SHINE, so BRING AN UMBRELLA!**

Ribbon Cutting to Inaugurate Charles Crabill Woods

Maypole Dances – Owl & Eagle Choir – Bucket Band

Student Booths Explaining Our Green Values

Screening of the Film *Save the Soil, Save the World*

Alumni Reunion

Capital Campaign Appeal



**Nightingale Montessori** 2525 North Limestone Street  
Springfield, OH (937) 324 - 0336 [nightingalemontessori.org](http://nightingalemontessori.org)

All School News



## Experiences in Our Community

This month Eagles were excited to travel to our local Kroger store and our very own Greenhouse to procure foods for delicious recipes for our lunch and breakfast programs. In the cold weather of February, Eagles Gavyn, Olympia and Marianna harvested fresh parsley and kale to use in our salad bar! We spent some time enjoying the warm greenhouse and aromatic atmosphere as rain and snow came down outside!

The Eagles selected a variety of apples: Kiku, Granny Smith, Honey Crisp and Pinks to prepare as a delicious snack for their peers. They first identified the different varieties and characteristics of each apple. After an in-class demonstration of their knife skills, they shared them for a taste test. When students select healthy foods or recipes they are interested in and are part of the preparation and serving of, we have seen time and time again, they are more willing to try new foods!

They were excited to use the self-scan at Krogers and learned different functions of the service such as identifying foods by name, picture or PLU code and various methods to weigh the food. As adults, we all know how challenging the U-Scan may be at times, but each student was excited and thankful to learn how to use the machine! Everyday tasks such as purchasing groceries can easily be transferred into teachable moments.



Shannon prepares bagels for breakfast.

## Gourmet Grub



A job well done!



Oops! Caught tasting our delicious food!



## Practical Life Activities

*"The essence of independence is to be able to do something for one's self" – Maria Montessori*

**Maria Montessori** believed that children are innately preparing to be adults. In the **Hummingbirds**, we are fostering that characteristic within each child by providing opportunities to participate in Practical Life activities daily. Practical Life activities allow the children to develop self-discipline, strengthen independence, develop social skills, strengthen concentration, establish a sense of order, and much more!

According to **Dr. Montessori**, Practical Life activities can be categorized into four areas: Preliminary Activities, Care of Self, Care of the Environment, and Social Graces/Courtesies. Preliminary activities provide the foundation for work in the Montessori classroom. How to unroll and roll a mat, pouring, folding, and carrying are all examples of preliminary activities. Care of Self includes activities such as: hand washing, putting on/taking off a coat, dressing oneself, and putting on/taking off socks and shoes. Care of Environment is practiced by wiping a table, scraping a lunch plate into the trash, sweeping the floor, wiping up spills, dusting a shelf, etc. Social Graces and Courtesies guide the children in their interactions with others. The **Hummingbirds** are learning to cough and sneeze into their elbows, greet their classmates/teachers, say please and thank you, use proper table etiquette, and many other important social skills.



Vivian sorts images according to colors.

## Hummingbird News

Practical Life activities are not limited to the classroom environment. Look for ways to provide your child with opportunities to develop and strengthen their independence at home. Together we can help the children free their potential!



Paxton hangs his items and removes his shoes upon arrival.



Reznor identifies emotions

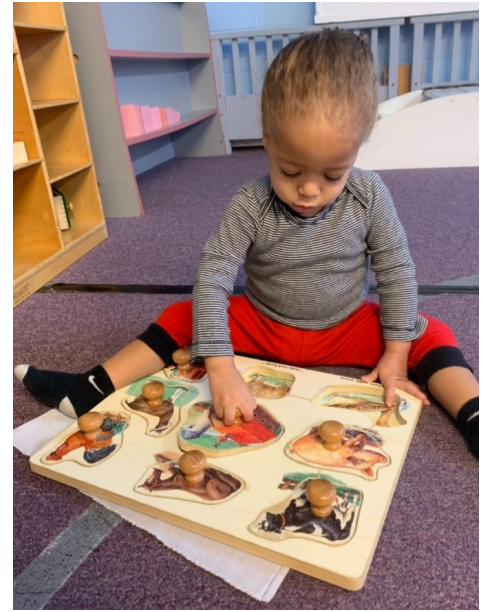




Annie washes kitchen objects.



Charlie strings beads using a cord.



Greyson manipulates a puzzle.



Easton squeezes water from a sponge.



Paxton practices using a crayon.



Alivia transfers liquid.



Hazel practices her pincer grasp.



Callie sorts socks according to patterns.



Rosie places straws into holes.



Asher matches socks according to patterns.



# Chickadee News



Brooks



Addy follows directions of animal wall map.



Brooks follows sweeping order.



Rosie and Athena follow the steps to mix colors.



Evan and Leo work together appropriately.

One of the challenges that preschool children begin to learn after following visual prompts (as seen in pictures) is to follow a verbal expectation of them. At school, they are given a verbal, sometimes multi-step direction and expected to carry out that direction without further assistance from an adult. What we find as we begin to teach this new skill is that children are not processing what they are hearing but are still waiting to be led by the hand and are not expecting themselves to carry out what is being asked.

- How can we help our children to begin processing these verbal directions instead of doing everything for them ourselves?
- Are you thinking about both setting a goal for the child, and having a specific expectation of the child?

<p><b>At school:</b> an individual child is given a direction,</p> <p>The teacher has the student repeat back what they are expected to do.</p> <p>The teacher watches to see if the student is able to carry out the direction.</p>	<p><b>Example</b> Teacher: Please roll up your mat and get ready to go outside, what are you going to do? Student: roll up my mat and go outside</p> <p>The teacher watches to see if the student follows the direction</p>
<p><b>At Home:</b> Parent gives a direction</p> <p>Child repeats direction</p> <p>The parent waits to see if the child carries out direction.</p>	<p><b>Example</b> Parent: please take your dishes to the kitchen before going to your room to play. What are you going to do?</p> <p>Child: take my dishes to the kitchen</p> <p>Parent: wait to see if they follow the direction</p>

Some prompting and reminding may need to be done in the beginning. The goal is for the child to need these prompts less and less and be able to process and follow through on their own.





Nathan follows the shapes to build a 3D puzzle.



Marcel and Nathan follow the story.



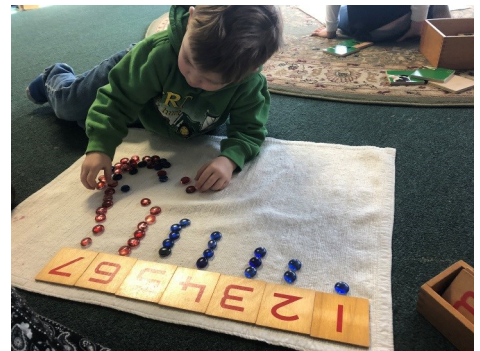
Taisei follows cube maps.



Tristan, Arlo and Brooks follow yoga poses.



Mia orders knobbed cylinders.



Leo follows logic of numbers.

As children are learning how to be part of the community they are learning to process group directions. It is a new concept that they are part of "everyone" or "all."

Group Direction	Learning in Progress	Goal
<b>Example</b> "Everyone who has a lunch box may stand up and walk to wash their hands for lunch"	" I have a lunch box, can I wash my hands?" " What about me? I don't have a box."	Children with lunch boxes quietly stand and leave to wash hands
<b>Example:</b> " If you hear me call your name you are going to math"	"Where do I go?"	Child stands quietly and heads to math

The task before us then as parent/teacher, is to assure that the child truly hears the message given by repeating it back or in some way shows understanding. They may listen intently when asked. Next, we must be present in the moment, and not off busy with the next task, to see if the child truly did hear, understand and was able to follow through. We must give them a chance to learn to follow through without doing the task or repeating with your expectation being expressed in their ability to respond appropriately.



## Re-using Scraps of Paper for Papermaking

The Eagles enjoyed perfecting the steps of papermaking in the classroom. All year, any colored construction paper scraps are saved and sorted into color coded bins for later use. In January, students begin taking out one color of paper and ripping with their hands into tiny shreds. Students then add the construction paper scraps into a hand grinder blender and blend with water. This mixture turns into a "paper pulp" that students use to create their own paper out of different cookie cutter shapes. After Eagles perfect these steps, they are invited to lead a Chickadee student to make their own Valentine. Student leaders rose to the occasion and a great time was had by all. Even some Owls peeked into the lab and reminisced about "when they had done this in the past."



Making Valentines

## Preparing the Outdoor Environment for North Limestone Campus

Eagles have been working ferociously in preparing the natural Chickadee playground at the 2525 campus. In small groups, the students have been working hard to clear brush, pull vines, move stumps, and much more with the guidance of our naturalist, Jared Martin. The students have enjoyed this outdoor excursion and are looking forward to the Chickadees getting great use out of it next year.



Audriana, Braxtyn, Damarion and Marianna pull one of many Euonymus vines from the new Chickadee outdoor space.



Charlie instructs Kennedy in the art of papermaking

DaeSha guides Drake in making his Valentine

Brooks intently absorbs Charlie's lesson in sponge absorption





### Sing-a-long at Shawnee Place

The Eagles and a couple of Owls went to the Shawnee Place in downtown Springfield to sing patriotic songs with the residents. In years past, the Eagles have gone before Christmas break and to sing Christmas songs. Due to the cancellation of the event from a snow day, the event was rescheduled for February. This gave the Eagle and Owl choir time to prepare a new repertoire of songs. The residents of the Shawnee Place had a great time, singing and dancing to songs like "Grand Ole Flag," and "America." Following the performance, the students enjoyed refreshments and community time with the residents.



Residents and Eagles act out "Yankee Doodle"



Ladainian found a willing dance partner



Singing together



Conversation with new friends





## Science of Hockey Day

The Owl class had a blast at the Science of Hockey Day! The Nationwide Arena, home of the Columbus Blue Jackets, hosted a STEM day for students. The Owls enjoyed watching the Blue Jackets practice, taking a tour of the arena, doing on-the-ice activities, and completing STEM packets prepared by the Nationwide arena staff. Students had fun learning how math and science play major roles in Hockey!



The cannon that is used during the hockey games



Owls on a tour of the arena



Science of Hockey Day



Owls working on science and math packets



Ky'Lynn and Jazlyn learning to faceoff



Noah and Aliya learning to faceoff

## Upcoming: Owl Parent Showcase

Owl Parents/Guardians please be on the lookout for an invitation to join your students for a night in the Owl classroom. We will have a parent showcase on March 26th from 6-7 and another on May 21st from 6-7. We are keeping the groups small to increase the interaction between students, parents, and teachers. Your student will bring home an invitation with more details closer to the date.

### Sploosh! Ding! Gurgle!

These are the noises I hear in the kitchen when we are cooking. I love working in the kitchen! It's fun when we can try new styles of cooking and experiment with spices. Just a month or two ago I got to try to make a fruit pizza, it was really fun! We used ingredients that would have gone bad over the weekend.

Everyone loved it and it was a really fun experience. I like cooking here because I don't cook a lot at home. Every time it feels like a new magical experience.



Iris author of Sploosh! Ding! Gurgle!



Janiya learning to shoot

Owl News



Winter is the season for building infrastructure in the garden. **Falcons** have been working with the Wing Ecology to clear invasive plants from the Future Chickadee playground at our 2525 location. We are using traditional agricultural skills to prepare the natural playscape. When the ground is not frozen, new, native trees and shrubs are being planted to replace the lost understory. A study from the University of New Mexico's *Trees for the Future* states that fifty pounds of atmospheric carbon dioxide can be contained, sequestered, in the physical body of a tree each year. Therefore, we have the potential of sequestering 1000's of pounds of greenhouse gasses, mitigating to a small extent the acceleration of climate change. Forest restoration projects will rebuild green spaces and the school woods is a multi-functioning lab where students learn through play.

Each edible tree or shrub we plant is used to teach students they have power over their destiny. They do not need to feel helpless, but instead can be proactive; beginning in their household, then community, region and even globally. Teaching students to grow their own food connects them with the origin of food, the soil. These traditional skills can lift individuals from cultural poverty into a mindset of abundance. Our mission is to build a community within our school with members who can take those community construction skills out into the world. Organizations that build communities; whether it's senior centers, community gardens, girl/boy scouts, schools, churches, outreach programs, housing migrants, or any other organization based on cohesion, inclusion, and relationships, can help stabilize our society through cooperation, not competition.

Dr. Montessori said, "The child's true constructive energy, dynamic power has remained unnoticed." Montessori understood the value of children in society. The opportunity to work with the next generation is a privilege. Helping to open the minds of the future to traditional knowledge and skills facilitates the growth of human culture allowing the past to be a foundation for progress.

The **NM Garden Program** continues into the winter. The row covers were built to help extend the growing season. In one raised bed there are sprouted peas growing side by side with garlic.



The garlic will support the health of the greens by deterring cabbage loopers and cabbage worms once the weather heats up. The garlic was planted this fall so that it can grow over the winter and be harvested in the spring and summer. The peas however, are for a late fall or winter harvest.

Another raised bed still has swiss chard that has persisted since an early summer planting. The chard

is still shiny and lush. The deep green is accented by the hot colored stems which are shades of yellow and red. This plant is still attracting the attention of students. **"The sense, being explorers of our world, opens the way to knowledge," Maria Montessori, *The Absorbent Mind*.**

The garden creates a learning environment that can overwhelm the senses. All the sights, sounds, smells, sensations and even the tastes can blur together. By allowing the students to have enough time and freedom to discern through what they are perceiving they can develop appreciation. Sifting through one sense at a time, the student can gain a deeper understanding of



the world around us. According to Confucius, "The beginning of wisdom is to call things by their proper name." But before we can call it by its right name we must identify the distinct traits to put a name to. The smell of a rose, the taste of a cabbage, these things help us identify with the world around us, call it by the proper name, and value it for what it is.





## Photography

One thing that separates the **Wings** from a typical high school is that we encourage students to work with their teachers to build a curriculum that meets their needs and interests. After all, when they reach adulthood, they will be the ones who decide which interests and hobbies are worth pursuing, and we hope they will continue to be lifelong learners after graduation. Recently, while students were brainstorming elective courses to add to their schedules, **Emily Combs** suggested photography, and several other students decided they also wanted to form a photography class. Students are now learning how to capture their unique views of the world to share with others. **Emily, Jayla Thompson, Javion Rogers, and Emma Wasinger** recently spent a very chilly afternoon in Yellow Springs in search of interesting subjects and settings to photograph. They loved capturing the unique character of the town through the camera lens. They will decide as a group where they would like to go for future outings, and already have several possible locations in mind.



Emma and Javion photograph the Yellow Springs scenery.



Emily shows her model, Emma, photos she just took.



Jayla views her photographs.

Wing News



Kiki measures her group's tower while Malin, Arianna, and Emma look on.



Emily seeks the perfect shot.



## Wing Government Class

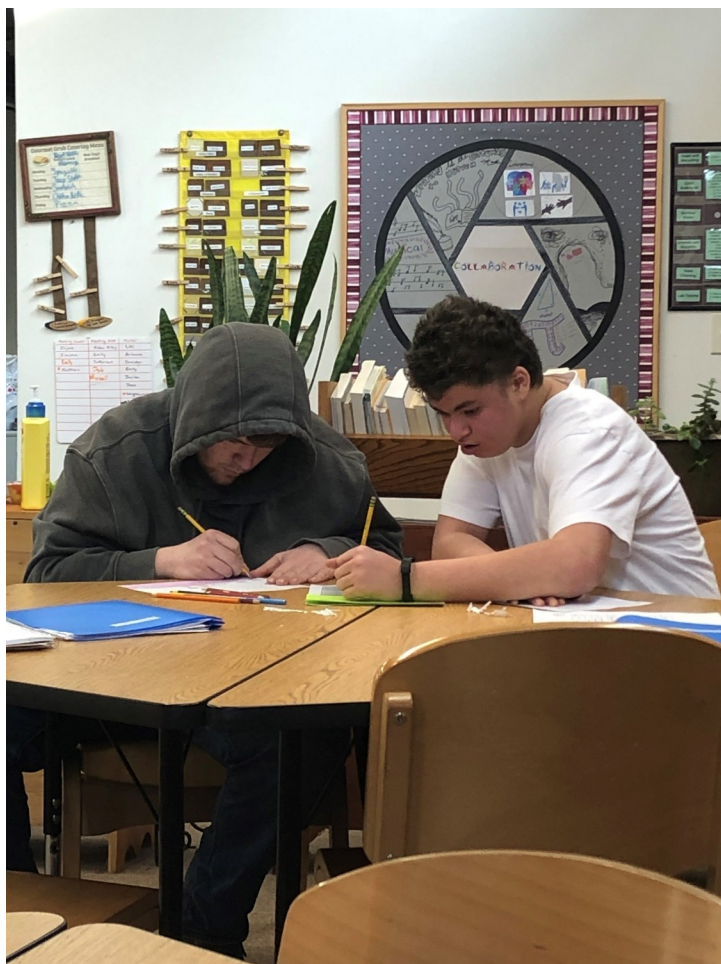
As part of the required state curriculum, Wings are taking government class this year. Recently, the students have been weighing the pros and cons of a federalist system and the arguments of the anti-federalists in the newly independent America of the 1780's and 1790's. The anti-federalists led by Thomas Jefferson, amongst others, had a larger degree of distrust for governmental power. They were most worried about top down coercion and control of the states and the citizens themselves. Students sang along with the songs of *Hamilton* as they considered the arguments that Alexander Hamilton laid out for a strong federal government and system of banking and national debt. As the class discussed these issues, the students overwhelmingly agreed that they had a lot of sympathy for the anti-federalist arguments. Even if they did not agree with the nitty gritty details of a federalist system of government, it is perhaps a sign of our times that our students with diverse political opinions agreed in unison that the government, left, right or center is at best worthy of skepticism. Of course, disagreement is allowed, and as we move on from studying federalism and the constitution, we will continue to weigh the pros and cons of different institutions in American political life.



Russell practices the ukulele.



Beck, Jewell, Liam, Draiden, Nathan, Elijah, and Aidan collaborate to build a tower



Liam and Draiden work on a government assignment.



Kiki measures her group's tower while Malin, Arianna, and Emma look on.





# Annual Conference



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## **Conference Registration – Open to All!**

<https://cincinnati Montessori Society.org/annual-cms-conference/>

- Regular Rate \$95
- Registration Closes on March 13th at midnight no walk-ins available

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**Location: Northern Kentucky Convention Center.** The conference will be held at Northern Kentucky Convention Center, located in Covington, KY.

## **NM Faculty, Wing Teachers, Becky Konecki and Brian McWhorter Are Presenters!**

### **The Montessori Melting Pot: Easing the Transition of Adolescence from Traditional to Montessori Schools with Becky Konecki & Brian McWhorter: MS, HS**

Although Montessorians know that preschool is the ideal time to begin Montessori education, the reality is that many of our students are transitioning to our classrooms from non-Montessori schools for a variety of reasons. This session will provide participants with strategies for assisting adolescent students and their families in transitioning from traditional to Montessori education at the secondary level. Through a large group presentation, small group discussions and problem-solving activities, topics covered will include filling in educational gaps, teaching executive functioning skills to adolescents, acclimating students to a Montessori community, and providing social and emotional support for students who have struggled with bullying or other negative peer interactions in their former schools.

*After two years of teaching math at a traditional public high school, Becky Konecki fell in love with Montessori when it was time to choose a school for her son. She decided to pursue her AMS secondary credential through CMStep, and then completed her Masters in Montessori Education through Xavier University. She is now in her fourth year as a co-head teacher of the high school community at Nightingale Montessori, in Springfield, Ohio.*

*Brian McWhorter began his teaching career in school age childcare. He then taught history at several traditional public middle schools and high schools for a total of thirteen years before becoming a teacher at Nightingale Montessori, where his two children are currently enrolled. He has taught both history and E.L.A. at Nightingale to students at the upper elementary, middle school, and high school levels. Throughout his career, he has been a mentor to several Wright State University student teachers. He has a MEd from the University of Dayton and is working on completing his principal licensure this semester at Wittenberg University.*