



# Nightingale Notes

December 2022

## December

19 **Winter Break Begins**

## January

3 **Staff Day - No Classes in Session**

4 **All Classes Resume**

6 **End of Quarter 2**

12 **Ski/Snowboard Field Trip**

16 **No School - MLK Jr Day**



Seton Brown (and wife, Chelsey), youngest son of Sheila Brown and Montessori student from 10 days old through 8<sup>th</sup> grade graduation in 1997, currently resides in Brewster, MA.



Distinguished Alumni Parents of Samantha Julia Welsh, Mike and Pichi Welsh (with Sheila Brown), visit from Layton, Utah.

## Returning to Nightingale Montessori for a Visit to the New Building!



Ragen Engel, (Hummingbird through Owls at NM), earned her Master of Physician Assistant Studies from Kettering College and earned her BS in Biology from the University of Akron. She has returned to Springfield and accepted a position with the Kettering Physician Network Primary Care.

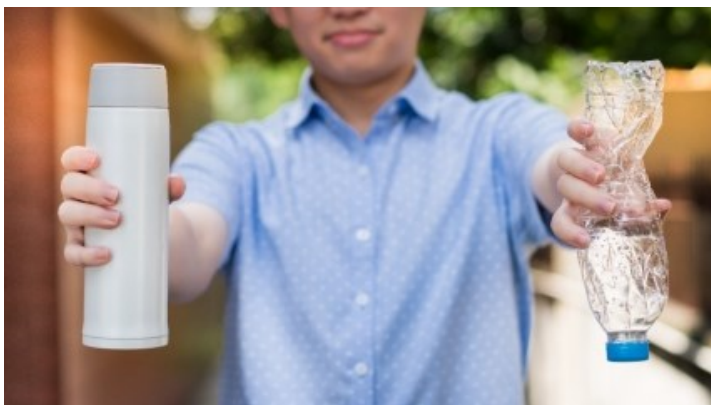


Eagle, Owl and Falcon students, Jessica (McEnaney) Briggs of Kettering, OH and Stephanie (Pearl) Muller of Cypress, Texas found their 1998 yearbook cover picture during their visit.



Kyle Taylor (son of Maria Taylor and grad NM student from 3 months to graduation) is set to graduate from the University of Cincinnati in May of 2023 with a BS in Chemical Engineering. He has accepted a position at Marathon and will begin work in Huntington, WV in June of 2023.

## Water Bottle Problems and NM Policy Change



Around 380 million metric tons of plastic are being produced yearly. 8.3 BILLION Metric Tons (9.1 BILLION US Tons) of plastic has been produced since plastic was introduced in the 1950s. The amount of plastic produced in a year is roughly the same as the entire weight of humanity.

Humans use about 1.2 million plastic bottles per minute in total. Approximately 91% of plastic is not recycled. Roughly half of our global annual plastic production is destined for a single-use product. Virtually every piece of plastic that was ever made still exists in some shape or form (with the exception of the small amount that has been incinerated).

Americans purchase about 50 billion water bottles per year, averaging about 13 bottles per month for every person in the U.S.! That means by using a reusable water bottle, you could save an average of 156 plastic bottles annually. Five trillion plastic bags are produced worldwide annually. It can take up to 1,000 years for a bag to disintegrate completely. Americans throw away 100 billion bags annually— that's the equivalent to dumping nearly 12 million barrels of crude oil! By switching to reusable shopping bags, we can eliminate that waste— which amounts to about 307 bags per person

Americans alone use half a billion drinking straws every day. The world uses 500 billion plastic cups every year. The world also produces more than 29 million US tons of polystyrene (plastic foam) each year. Americans alone throw away around 25 billion Styrofoam coffee cups every year, 2017, packaging production constituted the highest-demanded use for plastic, with 146 million metric tons used.

At least 14 million tons of plastic end up in our oceans every year. Many countries lack the infrastructure to prevent plastic pollution such as: sanitary landfills; incineration facilities; recycling capacity and circular economy infrastructure; proper management and disposal of waste systems. When plastics end up in landfills, they aren't harmless. They break down into tiny toxic particles that contaminate the soil and waterways and enter the food chain when animals accidentally ingest them. Researchers in Germany indicate that terrestrial microplastic

pollution is much higher than marine microplastic pollution— estimated at four to 23 times higher, depending on the environment. This could ultimately have adverse health effects on humans and animals.

<https://www.earthday.org/fact-sheet-single-use-plastics/>

Nightingale holds stewardship of the Universe as a high value. We know the children are the solution to the future. NM has invested in stainless steel water bottles for those who may need a bottle to reuse many times and we have water bottle fill stations in each classroom. These bottles will be individually identified and kept at school. All Wing, Falcon, Owl and Eagle students will be issued a bottle.

### **NO DISPOSABLE WATER BOTTLES MAY BE BROUGHT TO SCHOOL!**

**Bottles brought to school will be confiscated and stored as emergency supplies. Lost reusable bottles will be charged a replacement fee.**



Alivia (Chickadee), Skye (Eagle), River (Owl), and Willow (Chickadee--not pictured) and Morrison (Eagle--not pictured) will perform in this year's Nutcracker at Kuss Auditorium on Dec. 16 and 17.

## Big Work, Little People

*“How does he achieve this independence? He does it by means of a continuous activity. How does he become free? By means of constant effort. ... we know that development results from activity. The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences.” - Maria Montessori*

The work of the family is most interesting to young children. In the **Montessori** environment, we call these the practical life activities. At home, they are our daily tasks – and young children love them. Rather than providing toddlers with heavy toys, encourage them to work alongside you. Through this work, children can learn their place in the family and take their first steps towards independence. What kinds of work can they do? Maybe a better question would be what can't they do? Here are some suggestions:

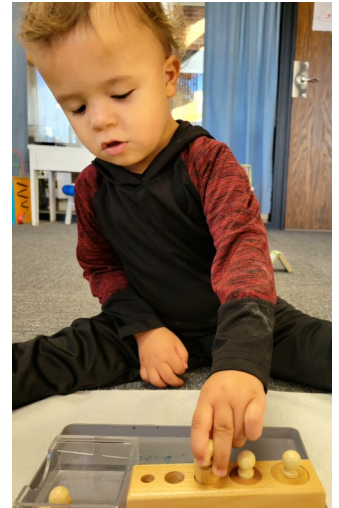
- Put pots and pans in the cupboard
- Stack dishes to put away
- Empty the silverware from the dishwasher
- Set the table
- Pour water
- Stir batter
- Help carry bags of groceries
- Remove laundry from the drier
- Fold and carry towels
- Make a bed
- Move child-size furniture and large pillows
- Sweep the floor or rake the garden (with child-size tools, of course!)
- Water plants
- Dig holes in the garden
- Fill and push a child-size wheelbarrow
- Carry firewood
- Climb (stairs, Pikler triangles, playground equipment, 'up' a slide, stepladder)
- Go for long walks without a stroller or being carried

What if the floor doesn't need sweeping or pots and pans don't need stacking? It doesn't matter – let the child work on the task anyway. For an adult, movement and effort without a need is wasted energy. But for a child, the purpose of movement is not to do or accomplish a task. It is simply to satisfy an inner need to move. Through movement, they refine their coordination. And through purposeful movement, the child learns to coordinate movement with this great effort.

(The suggestions in this article were published in a blog by the North American Montessori Center)



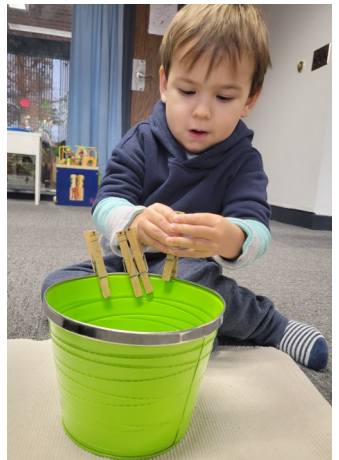
Jax cleans up the playground.



Jonah discriminates between the sizes of shapes.



GeVaya slides clothes pegs onto a rim.



Maverick clamps clothespins onto a rim.



Irha builds with blocks.



Breckon sorts small towels.



Adelaide helps with laundry.



Huck paints with Qtips.



Gintey matches shapes to outlines.



Layla completes an interlocking puzzle.

Autumn outdoors is a great time of the year to engage all our senses. The **Chickadees** celebrated fall with tree planting, pumpkin seed planting, various kinds of apple tasting, pumpkin exploring, and of course, playing in the leaves! We enjoyed a study of the skeleton in honor of "spooky season." The child's aesthetic sense is developed through an abundance of emotional experiences within the environment.

*"Our goal is not so much the imparting of knowledge as the unveiling and developing of spiritual energy."* Maria Montessori



Tate and Crew with pumpkin pulp.

# Chickadee News



Talia, Tinsley, Willow Joy, Ema, Bella, Gigi.



Ema compares an x-ray of a hand to her own.



Kylin, Crew, Ema



Luna and Cali enjoy the leaves.



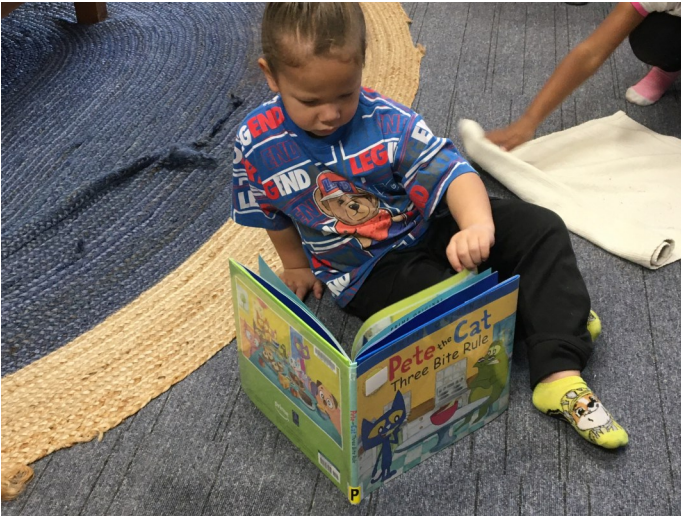
Planting a tree with Jamon.

## Bookmobile

On November 4th, the **Chickadees** got a visit from the bookmobile. We all had fun browsing the books, and each child picked a book to enjoy in the classroom. Note that if your student has a library card for the Clark County public library, they are invited to bring it on the first Friday of the month so that they can check out a book to enjoy at home. Also, if they have a personal card it comes with a wallet card and a small key chain card, we can keep one of those pieces at school so that your child will always have it when they need it. Let a Chickadee teacher know if you need an application.



Alivia



Jamon



Kylin, Gigi, Charlie, Willow Joy, and Talia.



Aubrey, Kenna, Willow Joy, and Luna.



Tate



The Eagles are eagerly anticipating the use of their Quiet Outdoor Garden. The Wings are working feverishly to complete a Pennsylvania Bluestone paving around our gorgeous Japanese Maple tree. So far the Wings have carried about three tons of stone and two tons of sand. More pictures will follow when work is complete.



Tirzah is finding a matching weight using beans.



Jayne, ZaMiah and Mia take advantage of our long hallway with a rickshaw ride, a memorable experience to other cultures.



Zavyier carefully counts how many drops of water can fit on a penny.

# Eagle News



Tripp finishes dividing a very large triangle into smaller and smaller triangles.



Cloe uses self-correcting puzzle to form three letter phonetic words.

## We have had a busy month in December.

In English, we finished our first set of novels and moved on to a book club. Different students are given one of 6 different books. We are almost done with the second set of novels. We were also working on writing an essay (5 paragraph essay) and becoming better writers. The more you read the better you get at reading and understanding. The more you immerse yourself into new books, the more skilled you will be.

The owls have really shown a marked improvement in social and educational growth. Overall, we hope that everyone had a great winter break.

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### History

This quarter has been an adventure as we explored the different hominid species that have existed throughout the world. We learned about what makes an organism a hominid and studied fossils that show the differences in skull characteristics, brain size and form, length and ratio of the limbs, as well as the differences in the jaws and teeth. We were able to decipher between ape-like characteristics versus more modern features and look at evidence that leads us to know if a species walked upright or not. We discussed the many reasons why hominids began to stand up and looked at how the rock layers lead us to believe that environmental change was a catalyst to human evolution and that our ability to adapt to different climates is what allowed Homo sapiens to be the last surviving hominid.

Each student chose a hominid species to report on and we compared the various combinations of anatomical features, newly developed skills, and migration patterns. We looked at what their diet was like based on teeth size and shape and how hand dexterity and a wider thumb helped hominids start to develop more complex tools for hunting and processing meat. As teamwork became more important in tracking and hunting, we see that social interactions became deeply ingrained in hominid life. The connections that were formed by sitting around a fire for warmth, safety, and possibly cooking gave us a connection to these creatures that we can relate to today. At the same time hominids began using fire, we see the broca's area in the endocasts of the brain growing larger, showing evidence that communication between Homo erectus expanded simultaneously, indicating the beginning of the beloved campfire stories. We followed the story of the Turkana boy, a nine year old that was already 5 ft. 3in. tall whose skeleton was almost perfectly preserved and looked at how life was both different and similar to our lives. There is still a lot to discover and unearth about these ancient creatures and the vast differences in lifestyle and in size, from hobbits to giants, intrigued us to ask what life would be like if we weren't the only ones still alive today. We completed our projects by creating our own hominid by drawing a unique individual with its own special abilities, tools, and skills.

# Owl News

## Art

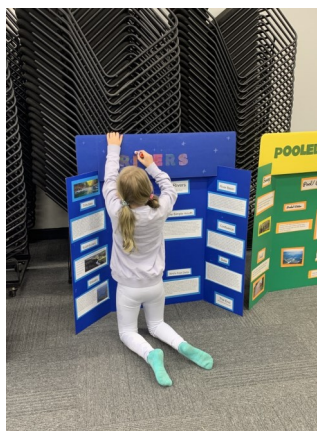
We were thrilled to be invited to contribute to the Art Show this year! Many of us entered drawings and designs that were put on display. Along with the Nature Guides some also created small cardboard houses, using paint and paper to design a small structure. Being able to use our creativity to design a 3D project brought relief and balance to the end of the term. After months of focused work we were enthused to express our creativity in this way. To our surprise, we found that the best part of this project was how after we combined our individual work, which we were already proud of, it grew to be even more beautiful once we put our houses together and created a small village. Linking our individual work brought us closer by realizing that our success is heightened and becomes even more beautiful when we build together as a community. Being a part of community is an intrinsic piece of Nightingale's culture and mission. It is something we foster each day. We hope you were able to attend this event and experience some of what your Owl contributes to our class and school community.

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### Science

What an amazing feat! This quarter we finished creating our nature guides. Each student chose a plant, and some also added an animal, located on the school grounds to create an entry to a school nature guide. We put together each piece and added them to a uniquely designed cover created by each student. The result was a personal Nightingale Montessori Nature Guide with a piece that was contributed from each classmate. If you haven't had a chance to see what your student created be sure to take a look at their beautiful work.

In order to find the information for each of the entries we had to learn about taxonomy, what a dichotomous key is, and how to use one. We looked at scientific information to identify and describe our chosen plant or animal but also practiced using paired descriptive statements to sort out a series of fictitious creatures as well. Students not only learned how to identify and classify existing organisms they were also able to create their own imaginative creature to explore how their addition would change the original dichotomous key that they were given.



River works on her land form presentation of rivers.



Monica builds 2D and 3D shapes.



## Holiday Spirit

**Noah Lambdin** infused the **Falcon** room with the Holiday spirit with his energy, positivity and motivation to beautify our classroom. We want our middle schoolers to see the beautiful diversity of the world through authentic experiences with a wide range of holidays. We want to cultivate a sense of appreciation for and a celebration of differences around the world. Looking into the cultures of peers in the classroom or even across the globe creates a sense of community, an essential force in building critical consciousness that reveals the interconnectedness and interdependence of all things. The holidays also provide students with opportunities to serve others in their community. We have families working at the Rainbow Table helping with their holiday meal. These individual acts build students' understanding of how diverse our city is as well.

Why Celebrate Holidays? Celebrating holidays in the Montessori classroom can:

- help mark the changing of the seasons.
- provide an opportunity to study history and geography.
- honor the birthdays of special people who have made a contribution to the world, such as Maria Montessori.
- encourage understanding and acceptance of diverse cultures.
- create a sense of community that welcomes all families.
- give opportunities to introduce holiday art projects and food preparation, like tamales for Christmas and latkes for Hanukah.
- bring light and joyfulness to the long, dark winter months by honoring the many winter holidays.

## Pets In a Montessori Classroom

Muffin and London bond in the rabbit environment. The animal enclosure has evolved over the years from a place for chickens, ducks and now rabbits. We have a family including three juveniles: Clover, Muffin and Cinnamon and their mother, Cuddly.

When caring for pets, like the quail or rabbits, students learn how to express love, empathy, compassion and respect for other living things. This is part of Cosmic Education – a cornerstone of the Montessori Philosophy, which teaches the interconnectedness of all things. The students feel a responsibility to the animals and gain self-confidence.

Learning grace and courtesy in the way they treat animals helps children extend those concepts to their interactions with others. Kids get to practice being gentle with animals by petting them softly and treating them respectfully. Ability to understand and properly interpret a non-verbal language is a special skill – and pets offer a great opportunity to master it. For example, when playing together with the pet, a teacher might tell the student: “That sound the bunny is making is him asking for space. Let’s give him some room to feel safe.”

Having an animal at home or in the classroom allows children to develop the skills they’ll need when studying science and other school subjects in the future. For example, students get to observe the animal’s habits, grow in curiosity, ask questions, look for clues, make hypotheses and find answers.

To practice Care of Pets at home, set up a station, including pictures, and practice with your child until they get the hang of it on their own. Remember to discuss feeding schedules and quantities! Whether the family pet is a fish, dog, cat, guinea pig, bird or elephant, the lessons that are instilled in a child through caring for animals will remain with them for the rest of their lives.

# Falcon News



Noah spreads joy.



Wyatt feels the spirit.



London and Muffin.

## Wings Microbusiness News

The Micro Business is thrilled to have the new shop space. It was completed over the summer after a long time of working with the inspectors and our contractors (Daydream Builders from Springfield), to get it up. A big thanks to them. They are amazing. We also had a hugely successful fundraiser to get the filial touches on it to make it a safe and solid shop space. The students have spent the first months of school sorting the tools and materials we have and filling in the gaps where needed. We will be having more fundraisers in the near future to get permanent electricity to the building, but we are thrilled to be in and making projects. After lots of set up and helping with school wide projects, the students have started their first class wide project. Every Micro Business student chose a type and is building a step stool. For some of the students this was an easy project, and for others it was the first time they used the power tools and finishes to complete a project from start to finish. The students used a variety of materials to complete their projects. Some are made of plywood, while others are made of cedar oak black walnut and pine. All the materials were on site and some may have been considered repurposed at best. I am very proud of each and every one of these brave and curious learners. The upper class members helped the newer students and everyone had a positive and successful time of it. We will continue working on step stools till the beginning of next year, when we will all make bird houses of all shapes and sizes. We hope to have step stools and birdhouses for sale at our next event.



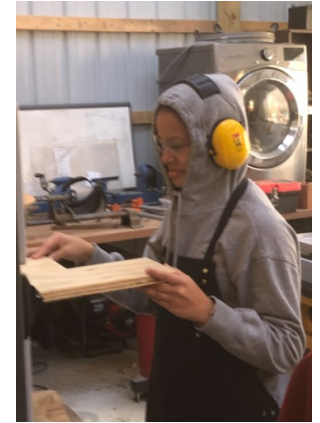
Damirah making a step stool.



Alex at the planer.



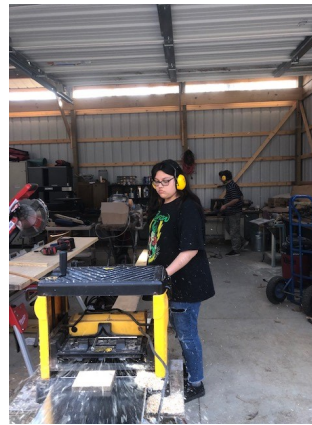
Working together.



Sanaa cutting wood on the bandsaw.



Wings enjoy a Friday afternoon cookout.



Mayeli planing a board for her footstool.



Sophia trying new things.

## Wing News



Carlton's completed step stool.



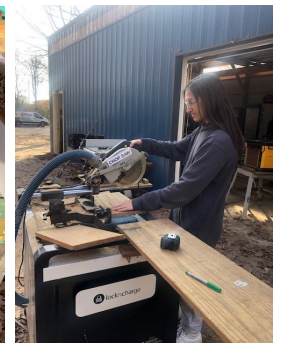
Chloe's foot stool complete.



Sophia's finished step stool.



Damirah's step stool.



Carlton cutting pieces of his stepstool.



## Wings Play: Romeo & Juliet

by Cole Conner

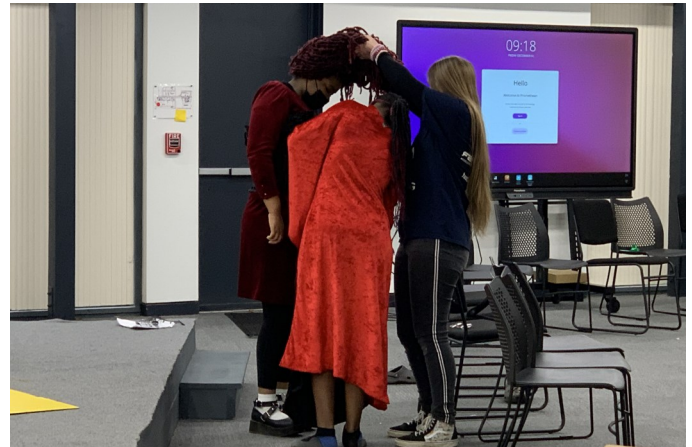
The Wing English class, after reading Shakespeare's Romeo and Juliet, have decided to re-enact specific scenes from the play. The student organizers held casting calls to see which students would be participating in the play based on how well they fit the role. Other students have been working on the play in various ways such as re-writing the script, or practicing for the play all throughout November. Roy Wood used the tools in the wood shop to create items for the play like wooden swords. The play will be recorded and shown during the Nightingale Montessori art show on December 9th.

### Casting list

- Romeo – Dakota Steiger
- Juliet – London Lee
- The Nurse – Shay Conner
- Benvolio – Rae Temple
- Mercutio – Emily Combs
- Tybalt – Madison Hardy
- Friar – Joey Sanchez-Hall
- Lord Capulet – Willie Calhoun
- Lady Capulet – Sasha Ramey
- Lord Montague - Willie Calhoun
- Balthazar - Sincere Calhoun
- Escalus – Reece Rucker
- Paris – Sincere Calhoun
- Director- Alex Schindler
- Sets - Jasmine Bowshier, Damirah Fowler, and Sophia Sprinkle
- Props- Roy Wood and Aidan Schindler
- Music- Jeremy Begel
- Makeup and pamphlets - Sanaa Johnson



The moment the Wings decided to perform Romeo and Juliet-- Willie (being Romeo) weeps over his lost Juliet (Emily).



London (falcon) and Alex (wing, director) help Sasha into her costume.



Falcons Dakota, Joey, Sincere, and Wing Reece, wait for Romeo and Juliet rehearsal to begin.



Alex tests out the sword prop that Roy made in the Microbusiness shop.

A very creative afternoon in the wings--drawing, sewing, reading, writing.

