



Nightingale Notes

January 2021

February

- 1 Work Bin Pick Up
- 2 Breakfast/Lunch Box Pick Up
- 5 Work Bin Drop Off
- 8 Work Bin Pick Up
- 9 Breakfast/Lunch Box Pick Up
- 15 **NO SCHOOL—Presidents' Day**
- 16 Breakfast/Lunch Box Pick Up
- 19 **Midterm—Quarter 3**
Work Bin Drop Off
- 22 Work Bin Pick Up
- 23 Breakfast/Lunch Box Pick Up

Alumni Updates

Davina of Beloved Balance is the proud mother of two amazing girls that inspire her daily to support others through spreading her love of Yoga, Ayurveda, Art, and Community. Davina's certifications include RTY-200, Certified Yoga & Ayurvedic



Health Coach, Project Wild Women Circle Leader, and Postpartum Doula. She integrates threads of Ayurvedic teachings in both her Yoga practices, work as a Coach, and beyond. You can learn more about her and what she offers on her site at

www.davinaclauer.com *Tend & Flourish is in University Park, Dayton.* **Davina Clauer**

attended Nightingale Montessori for her Chickadee, Eagle, Owl and Falcon years. We are excited to share her newest endeavor! 1989-1998



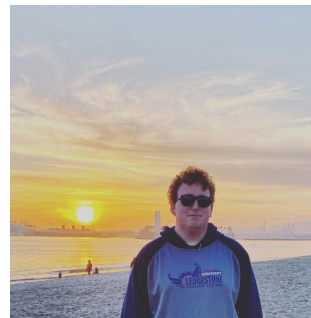
Did something positive just happen in 2020?! As of 12/22 I have a master's degree in MIDWIFERY!!!! The past 2.5 years of hard work, emotional chaos, lectures, the birth of our third baby, lectures, tests, a pandemic, lectures, sleepless nights, lectures, clinical hours and lecture tests, have been some of the most challenging of my life- but I did it!

Katy Heaney attended NM as a Falcon 1995-1997.



Austin has started work at his family's company, West Ohio Tool, in Russell Point, Ohio. Thanks to Dr. Curtis, a neuro-ophthalmologist, Austin went from 5% vision in one eye and 25% in the other eye to currently 75% in both eyes! With these issues resolved, all parts of processing and navigating life is much easier for Austin. Currently, Austin is the sole operator of face driver pins used in lathes,

turning, etc. These pins are distributed worldwide to places like John Deere and Caterpillar. **Austin King attended NM as a Falcon and a Wing. He graduated in 2019.**



Kyle, a current University of Cincinnati student, is enjoying his third semester co-op with Marathon Petroleum in Long Beach, California. **Kyle Taylor attended NM as a Hummingbird, Chickadee, Eagle, Owl, Falcon and Wing. He graduated in 2018.**



Beck started work at Wagner Subaru as a Detail Specialist after graduation. He prepares all of the new Subaru when they arrive on the lot and washes and details the car so that it is ready to go home with a customer! Beck also helps out at events. Recently, Beck worked the Wagner Subaru Adoptober Fest at SICSA Pet Adoption and Wellness Center. Beck loves his new job and is excited about his career at

Wagner Subaru! **Beck attended NM as a Chickadee, Eagle, Owl, Falcon and a Wing. He graduated in 2020.**

Coming Changes for Remote Learning and In-Person Learning Options

NM has filed with the State of Ohio to have our adult staff prioritized to receive the COVID-19 vaccine in February. We are required to have an in-person or hybrid learning model by March 1st. Currently, 62% of our students attend as in-person/blended learning.

Full Remote Learning will remain a parent choice for students that have a greater than 90% attendance rate. Attendance has been counted in two parts. Synchronous attendance hours were given to students attending/present for online instruction and Asynchronous attendance hours were given to students for each task/goal completed. Our average attendance rate is 91%. The highest attendance rate is 130% and the lowest attendance rate is 50%. You will be notified in February (after January attendance has been added to the database) if there will be a change affecting when/how your child attends his/her program.

We anticipate an 18% change in our current attendance.

Nightingale Montessori Teachers Are Lifelong Learners! Professional Development Remains Strong During the Pandemic: It Just Looks Different!

So many of us still remember March 2020 when we arrived in Dallas for the American Montessori Society Conference only to find out it was cancelled due to the pandemic! As true Montessorians, we have adapted and continue to forge forward as Montessori teachers in Blended and Remote Learning communities. As time continued and the pandemic remained it became clear that we would not be able to travel to Boston this year for the AMS Conference. Instead many NM staff have found alternate avenues to increase, deepen and refresh many Montessori elements: instruction, philosophy, application and understanding. Several NM teachers will embark on new journeys with CMStep (Cincinnati Montessori Secondary Teacher Education Program) and The Montessori Foundation.

Our calendar will remain unchanged and NM will be closed from March 4 - March 8 for professional development days even though our professional development will look different this year. We are hoping to attend the AMS 2022 Conference in Houston next year!

Introduction to Secondary Montessori: Online course for

6 weeks.

This online course teaches how robust Montessori adolescents communities prepare students to take their places in adult society, equipping students with skills for success



in further learning, careers, and life. Content will include Maria Montessori and her educational philosophy, developmental needs and characteristics of adolescents, how and why key features of a Montessori secondary program work together to meet the needs of adolescents, curriculum areas, role of the family, and, role of the teacher - materials. It is a great opportunity for secondary teachers, prospective secondary Montessori teachers, administrators supervising secondary programs, Montessori teachers at other levels whose training did not include secondary, **parents considering secondary Montessori for their own children, and parents whose children are currently attending secondary programs.** To learn more visit the link: <https://cmstep.com/intro-to-secondary/>

"The teacher must prepare herself, not by means of the content, but by means of the method."
~ Maria Montessori

You Teach

Can It

All! Managing the Montessori Elementary Curriculum.
An 8 week online cohort with Michael Dorer. This popular



course meets a real need with elementary guides. Elementary guides will evaluate and synthesize the instructional process and the curriculum. We will discuss and explore current challenges: **Should I follow each child's interests? How should I group the children? What about the widely different ability levels? What about choice? I just can't get it all done! Too little time!** This course will lead us through eight steps that can be taken to allow us to teach it all successfully. We look forward to transforming our teaching practice to successfully teach the entire curriculum!

All School News

How to Talk to Kids About Difficult Subjects

<https://www.common sense media.org/blog/how-to-talk-to-kids-about-difficult-subjects>



In a world where even little kids learn about horrific subjects, it's important for parents to put things in perspective, field questions, and search for answers together. By [Caroline Knorr](#)

One of the toughest jobs of parenting is talking to your kids about difficult subjects. It's hard enough to explain when Mr. Teddy Bear gets eaten by the washing machine. Or how their bike got stolen at school. It feels impossible to put into words [the really big issues, such as violence, racism, drugs, and other weighty topics](#). But in the age of cell phone notifications, streaming video, and 24-hour news coverage -- when even little kids are exposed to really serious stories -- it's important to face this challenge head-on. Addressing the tough stuff makes your kids feel safer, strengthens your bond, and teaches them about the world. And when you show them how to [gather and interpret information, ask questions, and cross-check sources, they become critical thinkers](#). It's always sad to confront the issues the world hasn't been able to solve. But by investing our kids with [knowledge, compassion, and strong character](#), we can give them all the tools they need to make things better.

When your kids learn about something scary or unsettling -- say, a mass shooting, [a suicide on a popular TV show](#), or graphic porn via an innocent Google search -- most parents get that deer-in-the-headlights feeling. But it's always a good idea to use [your kid's age and developmental stage as a guide to starting conversations](#), because kids absorb information differently as they grow from babies to teens. For example, [young children are very literal](#). If you tell them a monster is under the bed, they'll fly across the room to avoid getting their ankles munched. [Try that with a teen, and they'll tell you to take a flying leap](#). Understanding a bit about how kids perceive the world in each phase of their development helps you deliver information about it in the most age-appropriate way. Of course, every child brings his or her own sensitivities, temperament, experience, and other individual traits to any conversation. A talk about the Holocaust, for instance, can go in a million directions depending on the kid. So use your best judgment as to how your child tends to take in information to determine how deep to go.

There are far too many difficult subjects in the world. But most

of us wouldn't want to give up [our dynamic, information-rich culture](#). The trade-off is frank, yet compassionate conversation that helps us all make sense of things that seem senseless. The tips below are general guidelines for discussing any difficult subject with kids age 2 through teen based on childhood-development guidelines. Additionally, we offer guidance on [explaining the news to kids](#) and talking about [sexual harassment to young kids](#) and [tweens and teens](#).

Age 2–6

Young children don't have enough life experience to understand some of the elements involved in complex, difficult topics. They also don't have a firm grasp on abstract concepts and cause and effect. Because they and their primary relationships (Mom, Dad, siblings, grandparents -- even the family dog) are the center of their world, they focus on how things affect them. They're very sensitive to parents' emotional states and can worry that they did something to make you upset. [All of this makes it challenging to explain big issues](#). On the other hand, you're better able to manage their media exposure, and they can usually move on fairly quickly.

Keep the news at bay. Do what you can to limit small kids' exposure to age-inappropriate subjects by turning off or muting the TV and choosing media that's targeted to their age.

- **Reassure with both words and gestures.** Say, "You're safe. Mommy and Daddy are safe. And our family is safe." Hugs and snuggling work wonders, too.
- **Address feelings -- yours and theirs.** Say, "It's OK to feel scared, sad, or confused. Those feelings are natural and we all feel them." Also: "I'm upset, but not with you."
- **Find out what they know.** Your kids might not understand the issue very well. Ask them what they think happened before giving them any imagery.
- **Break down issues to their simplest terms.** For violent crime, say, "Someone used a gun to shoot people." For hate crimes, say, "Some groups of people still aren't treated equally or fairly." For rape, "A man hurt a woman."
- **Catch your own biases.** We all have them. Say, "man," "woman," "girl," and "boy," not "fat guy," "homeless lady," "pretty little girl," or "black boy." Avoid describing a person's ethnicity, sexual identity, weight, financial status, and so on unless it's relevant to the issue.
- **Use vocabulary, ideas, and relationships that they're familiar with.** Recall a recent, similar situation from their lives that they can relate to. Say, "A man stole something. Remember when someone took your lunchbox?"
- **Use basic terms for feelings such as "mad," "sad," "afraid," "happy," and "surprised."** Young children understand emotions, but they don't totally understand mental illness. You can say that someone was angry too much or confused too much and needed extra help. Avoid idiomatic expressions such

as "blew a gasket" or "flew the coop."

- **Communicate that someone is in charge.** Say, "Mommy and Daddy will make sure nothing bad happens to our family." Or, "The police will catch the bad guy."

Age 7–12

Because kids in this age group can read and write, they get exposed to age-inappropriate content more often -- but younger kids in this range are still a little shaky on what's real and pretend. As kids gain abstract-thinking skills, real-world experience, and the ability to express themselves, they can grapple with difficult subjects and understand different perspectives. Because tweens are separating from their parents, entering into puberty, and interacting with media more independently, they come into contact with violent video games, hard-core pornography, distressing news like mass shootings, and online hate speech. They need to be able to discuss things without feeling shame or embarrassment.

- **Wait for the right moment.** At this age, kids are still very likely to come to you if they've heard about something frightening. You can feel them out to decide if they want to discuss something, but if they don't bring it up, don't feel you have to broach difficult subjects until they ask.
- **Find out what they know.** Ask your kids what they've heard, or if their friends at school are talking about something. Answer questions simply and directly -- but try not to overexplain (because you could make them more scared).
- **Create a safe space for discussion.** Say, "These topics are hard to discuss -- even for adults. Let's just talk. I won't be mad, and I want you to feel free to ask anything you want."
- **Provide context and perspective.** Kids need to understand the circumstances around an issue to fully make sense of it. For a mass shooting, you can say, "The person who committed the killing had problems in his brain that confused his thoughts." For race-based crimes, say, "Some people wrongly believe that light-skinned people are better than dark-skinned people. Without the correct information, they sometimes commit crimes they think are justified."
- **Address their curiosity.** If your kid stumbles across grown-up material online, it might be time to find content that will let them learn about more mature subjects age-appropriately. Say, "Online pornography is something that some grown-ups look at. But it's not about love or romance and it can give you the wrong idea about sex. If you want to learn more about sex, I can give you some books to look at and we can talk more if you have questions." Or if your kid wants to explore serious topics in more depth than you can provide, say, "Let's find some news sources that offer current events written for kids."
- **Be sensitive to kids' emotions and temperament.** You

never know what may trigger your kid. Check in by sharing how you feel and ask them how they feel. Say, "I feel angry when I know that someone got hurt." Or, "It makes me feel sad to hear that someone didn't get a good education or the right treatment to help them." And, "What are you feeling right now?"

- **Encourage critical thinking.** Ask open-ended questions to get kids to think more deeply about serious topics. Ask, "What did you hear?," "What did it make you think?," and "Why do you think that?" For older kids, you can ask, "Do you think families from other backgrounds would view this the same way as us?" And, "The news media hypes up stories so more people will pay attention. Why do you think this story is getting so much play?"
- **Look for positives.** There may not be a silver lining to every cloud, but try to be optimistic. Say, "A lot of people acted like heroes at the crime scene." Or, "Let's find ways that we can help."

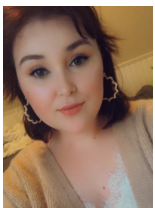
Teens

At this age, teens are engaged in media independently -- reading it, interacting with it, and even making their own and sharing it in the form of comments, videos, and memes. They often hear about difficult subjects in the news or from other places, such as in video game chats or on social media, without your knowledge. **They're much more interested in what their friends or online folks think about an issue than in your opinion -- often scrolling to the bottom of an article to read user responses before they even read the whole story.** They bristle at lectures -- because they think they know everything -- so encourage them to find media that can enrich their knowledge and ask questions that prompt them to think through their arguments.

- **Encourage open dialogue.** Teens need to know that they can ask questions, test their opinions, and speak freely without fear of consequences. Say, "We may not agree on everything, but I'm interested in what you have to say."
- **Ask open-ended questions and ask them to support their ideas.** Say, "What do you think about police brutality?," "What do you know about it?," "Who do you think is at fault?," and "Why do you think that?"
- **Admit when you don't know something.** As kids move into the teen phase, it's OK for them to see that their parents may not have all the answers. Say, "I don't know. Let's try to find out more."
- **Get them to consider the complexities in difficult subjects.** Forces including social issues, politics, tradition, and more all contribute to making some problems seem incurable. Ask, "What makes difficult issues, such as rape, violence, and crime, so hard to solve?," "What key things would need to change to fix certain issues, such as poverty?," "How do policymakers get to the bottom of an issue to correct tough problems?," and "Should we accept tiny changes that help a problem little by little or insist on big changes?"

- **Share your values.** Let your kids know where you stand on issues, and explain why you hold certain values. If you want your teens to be respectful of others' differences, for example, explain why you value tolerance and acceptance.
- **Talk about "their" news.** Prompt them to consider how different sources put their own spin on the issues and how that influences an audience's opinion of an issue. **Social media such as Facebook, Instagram, and Snapchat tend to serve up content from friends -- with stories that tend to confirm one point of view.** How do these stories compare to supposedly objective news broadcasts on TV? How about sources designed for millennials such as Vice and Vox that feature reporters investigating stories in the trenches? Ask, "Does a reporter have to experience heroin dependency to be able to report a story on opiate addiction?"
- **Ask what they would do if they were in a really difficult situation?** Teens are figuring out their own identities and can seek out risk. Considering how they would act if confronted with a terrible reality appeals to their own sense of adventure and is a way to get them to grapple with ethical dilemmas and see themselves making good choices. Say, "If you were caught in a political demonstration that turned violent and you saw people being mistreated, what would you do?"
- **Get them to consider solutions.** Teens can be cynical, but they can also be idealistic. If anything is going to get better, it's this generation who's going to do it. Show them that you trust them for the job. Ask, "If you were in charge, what issue would you solve first and why -- and how would you do it?"

Updated March 12, 2020



Welcome, Emily Day!

Hello! I am **Emily Day**, and I am very excited to be working with you and your children! I am a graduate student at Wright State University studying Adolescent to Young Adult Integrated Language Arts Education. I am also a barista at a Starbucks in Beavercreek. I am a Springfield native and graduated from Northwestern in 2017. I enjoy reading young adult fiction, and one of my favorite books is *The Great Gatsby*. I will be at Nightingale for the rest of this year and the beginning of next year for my student teaching. I am lucky to be at Nightingale Montessori and can't wait for my time here!

Mark Your Calendars! March-April

March 4-8 NO SCHOOL—Teacher Days
March 29-April 4 NO SCHOOL—Spring Break
April 5—NO SCHOOL—Teacher Work Day

Thank you

Thank you to the **Residents of Flip Flop Cove Campground** in Belle Center, OH and the **Westville United Methodist Church and Friends** in Westville, OH. These two charitable

organizations donated over \$1200 to several NM families in need!

Thank you, **Sarah Bullwinkel and Michael Blair, parents of Chickadee, Skye and Eagle, River**, for donating classroom supplies for the Chickadees.

Thank you **Michael Blair, parent of Chickadee, Skye and Eagle, River** for donating all the engraving work and time/effort for our NM water bottle fundraiser!

Thank you to **Linda York, Great Aunt of Chickadees Alivia and Evan Taylor**, for donating beautiful sturdy wooden bookshelves and many school supplies!

Thank you to **Jerri and Jeff Taylor, grandparents of Alivia and Evan Taylor**, for donating several storage items to make for a more organized office!

Thank you to **Matt and Cortnie Taylor, parents of Chickadees Evan and Alivia**, for donating classroom supplies for the Chickadees!

Thank you to **Mike and Pichi Welsh, NM parents of Aluma Samantha Julia Welsh and lifetime NM community members**, for finding ways to support NM each month from reading our newsletter! Mike and Pichi currently live in New Mexico and they still find creative ways to continue to contribute and join our NM fundraisers and projects.

Thank you to **Scott Winkle and Sara Cannarozzi, parents of Eagle Rosie**, for donating classroom and school supplies.

Thank you to **Kristin Baker, parent of Eagle Shannin**, for donating classroom supplies.

Thank you to **Chad and Heather Crawford, parents of Chickadee Ayyah, Eagle Devyn and Owl Gavyn** for many pop-in deliveries of staff treats and snacks throughout this school year!

Thank you to **Melvin Cline, parent of Eagles Sammy and Izzy** for donating his time and expertise towards electrical repairs!

Thank you to **Ronn Fox, grandparent of Alumni Gavyn and Braylin Fox**, for continuing to donate his time as our electrician!

Dear Friends of Farm to School,

2020 has been a tumultuous year for so many of us – educators, farmers and fishers, school nutrition professionals, and of course children and families affected by the pandemic and its impact on the economy. While these crises are ongoing and there is still much work to be done, we want to take a moment to recognize the hard-won progress that our movement has made, together, in federal farm to school and farm to early care and education (ECE) policy during the 116th Congress. In particular, there have been numerous important marker bills introduced in both the US House and Senate since this Congress convened in January 2019, including:

- **Small Farm to School Act:** Would create an eight state pilot program of local procurement incentives providing extra reimbursement under the National School Lunch Program.
- **Farm to School Act:** Would expand funding and eligibility for the USDA Farm to School Grant Program, and increase equity by prioritizing grants that engage diverse farmers, serve high-need schools, and increase partnerships between tribal schools and tribal producers.
- **Kids Eat Local Act:** Would allow schools to require local procurement for child nutrition programs, rather than including geographic preference as just one factor in the overall bid.
- **Universal School Meals Program Act of 2019:** Would establish free breakfast, lunch, and summer food service available to all children in school and early care and education, including an incentive to procure at least 30% of ingredients locally.
 - **Justice for Black Farmers Act:** Would address discriminatory practices in USDA policies, including establishing independent civil rights oversight, creating a land grant system for Black farmers, and banning anti-competitive practices in livestock and poultry.
 - **School Food Modernization Act:** Would provide grants, loan guarantees, and technical assistance to help school nutrition professionals have the infrastructure and equipment they need to prepare meals with more fresh and unprocessed ingredients.
 - **Improving Training for School Food Service Workers Act:** Would require that USDA-provided training for local food service personnel take place during regularly scheduled, paid hours, and use hands-on methods whenever possible.
 - **Food and Nutrition Education Act:** Would establish a pilot program to support local education agencies to hire full-time food and nutrition educators,

Gourmet Grub

school gardens, and other hands-on nutrition learning opportunities for students.

- **Local School Foods Expansion Act:** Would establish the Pilot Project for Procurement of Unprocessed Fresh Fruits and Vegetables as a permanent program and expand it to more states.
- Despite the difficulties of this year, these are shining bright spots that can set us up for significant federal policy opportunities with the new 117th Congress in 2021. **To make that happen, your legislators need to hear from you that these marker bills are important!**

When the 117th Congress begins on January 3, 2021, we will need legislative champions to advance the priorities of farm to school and farm to ECE, including re-introducing bills like these and passing the critical COVID-19 relief measures our communities need. Your voices have never been more necessary to thank federal farm to school champions and forge ahead on policies towards a just food system. Thank you for using your voice and being an advocate.

Karen Spangler

Policy Director, National Farm to School Network

Gourmet Grub Goodies

There have been a number of emails letting families know that lunch and breakfast at Nightingale are free through the end of the year. It is an easy process for students choosing remote or hybrid learning to participate in the program. An email is sent home weekly with a form to sign up. However, if you are not getting the email and are interested in receiving free lunches from a once weekly pick up line, please contact NM office.

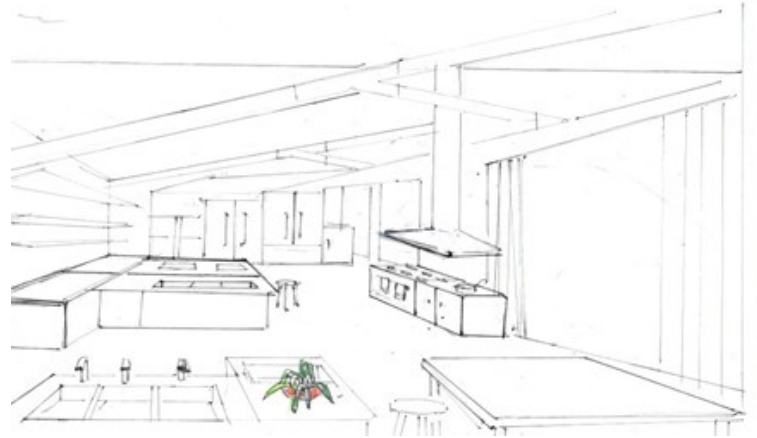
Entering the new year seemed to have even more joy and expectation, as we were all pleased to leave 2020 behind us. Students and staff enjoyed a number of New Year traditions in their first week back to school in the 2021 year. We shared treats from around the world. Southern American Black eye peas, representing pennies, collard greens for the color of money, pork for progress and cornbread to round out the meal. If you don't eat pork then salmon was served to stimulate your wealth. It is said the scales look like coins. To furnish abundance coconut rice was served on the side.

In Spain people eat 12 Grapes at the stroke of midnight for good luck to follow throughout the year. We ate ours a bit late but hopefully the luck finds us. Pomegranate symbolizes fertility, life, power, and abundance, plus they made the fruit plate beautiful. Japanese long noodles were enjoyed for longevity and we all slurped as much as we could, to keep the noodles long and intact. Chinese new year is coming up February 12th but we enjoyed some lucky oranges, "Golden Fruit" and wealth a bit early adding to the variety of goodies.

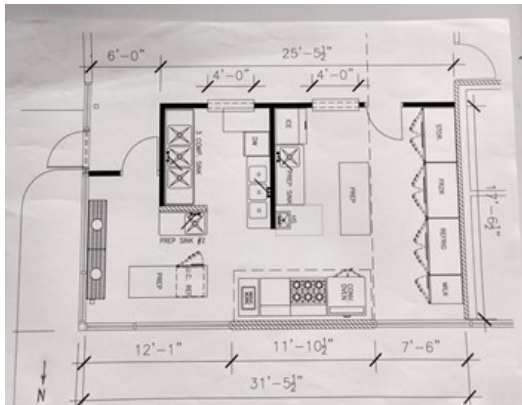
Farm To School, Investing in Nightingale's Future

This grant offers us an opportunity to use our newly renovated campus at 2525 and the existing gardens at 1106...

1. To pilot a Living Laboratory Campus enabling whole school Cross-curricular Environmental Education.
2. To expand its Learning Gardens and Forested Playscapes on its new 10 acres.
3. To equip a Community Teaching Kitchen for hosting Community Workshops



This USDA grant opportunity aligns perfectly with Nightingale's widening focus on the hands-on *Edible Schoolyard* experience. It will help us encourage children to learn healthy eating habits. And it will enable them to acquire the skills necessary for growing Healthy Communities.



Language Development in the Hummingbirds

“The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.”

-**Maria Montessori**

Maria Montessori believed that the sensitive period for language development is between birth and age six. Language is not only talking: Touch, facial expressions, and singing are also important ways of communicating with children. The **Hummingbird** environment is language-rich, with adults using the proper names for everything instead of using “baby talk.” The children are exposed to a broad vocabulary in order to encourage their own use of complex and unusual names/words. Communication between the toddlers is encouraged and supported at every opportunity. Every day, the **Hummingbirds** enjoy music and singing as a group. Daily story time facilitates their readiness for formal reading instruction in four areas: oral language, cognitive skills, concepts of printed word, and phonemic awareness. By developing these skills within the child, they are provided with a strong foundation to support literacy development during the early school years. Access to a wide range of books allows the children to explore on their own or read aloud with a teacher.

Hummingbird News

The older **Hummingbirds** have been working on identifying the phonetic sound at the beginning of a word for several weeks. This lesson was first introduced with multiple images that began with the same letter. Instead of focusing on the name of the letter, we focus on the sound we hear at the beginning of words we see in the pictures. Each week we covered a different sound until the children mastered the sounds of m, p, b, d, and t. The children have now moved on to identifying the beginning sounds of objects. As they continue to learn how to identify the phonetic sound at the beginning of a word, object, or image, we have also created other ways to practice including: grouping objects with the same beginning phonetic sound, thinking of different words that started with a specified sound, and searching for objects in the classroom that begin with a specified sound. The focus of these activities is to expand vocabulary, increase object recognition, and practice specific phonetic sounds. Secondary goals include: developing concentration, increasing fine motor skills, and taking turns in a group.

Welcome

The **Hummingbirds** welcome, new student, **Orlando Cruz**. We are thrilled to have **Orlando** join our class! The children have been very excited to meet and get to know our new friend. The **Hummingbird** team is eager to build on the abilities he already possesses and introduce work that he has yet to experience.



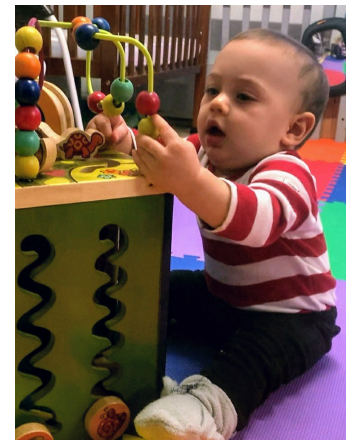
Hazel



Germanie



Rosie



Austin



Zamirah



Asher

Sense of Order Trait

Chickadees are peacefully methodical as they develop their inborn trait for order by becoming systematic in the organization of themselves and their work.



Callie and Skye



Callie, Marie, Alivia, and Leilani, Skye



Callie, Leilani, Marie



Leo and Callie with Katrina

Aesthetic Sense Trait

Chics enjoy the obvious delight of seeing the tree rings on the wood slices, smelling the fresh pine released from under the bark, listening to the sounds of the drum boards, exploring the feel of rounded smooth deer horns, and participate in the kinetic sense of motion through space experienced in games!

Development of our inborn trait of an Aesthetic sense conditions children to feeling happy, peaceful, and attracted to the poetic and imaginative as their human birthright. The development of all the senses has made the **Chick** playscape an enchanted wonderland! Can the children please be forgiven for sometimes taking off their mittens in January to better grasp enticing sensorial treats?



Evan, Lena, Callie



Oliver, Kennedy, Callie, Leo



Marie and Alivia



Oliver

Verbs Bingo!



This month, the Eagles began an investigation of one of the most fun parts of speech there is! Verbs! One of the ways we expanded on our knowledge of what a verb is, was to **play** verb bingo! (The Montessori symbol for the verb is a large red circle over the word). Students received blank bingo cards and verb cards. The verb cards featured a verb spelled out, with a picture representation so all could equally participate. The Eagles cut out their verb cards

and assembled it on their blank bingo card, creating their own unique bingo sheet! In the physical classroom, older students helped younger students properly assemble their bingo boards! Then, all students played several rounds together and enjoyed this shared experience. Students who were remote on this day were prompted to play with a family member, at their convenience! **Devyn Crawford** shares a photo from her experience playing remotely! Mom shared that the whole family took turns playing because they all enjoyed the “competition” of playing. Players included Mom, brother, Owl student **Gavyn**, and even sister, Chickadee student Ayvah!

Some of the quality skills with this game feature:

- Fine motor skills (cutting, moving cards, glueing down, placing bean in right square)
- Reading, searching and tracking
- Illustration representation, matching
- Taking turns
- Patience for others in the game
- Congratulating a winner
- Stronger conceptualization in parts of speech (verbs)
- Familiarity with verbs and vocabulary

Eagle News



Evan and Sevynn

Outdoor Gear

This year it is more crucial than ever that your child is winter-ready for the outside environment. The Eagles spend typically 3 hours outside throughout the day. These are wonderful opportunities for your child to engage in social experiences with their peers, develop gross motor skills, engage in cooperative learning games, and learn in a natural setting. One of the biggest lessons they will learn outside if they are underprepared for the weather is that they are cold! The following items are needed every time your child is at school, otherwise they are unprepared and will not be successful for the day: a heavy winter coat, gloves and a hat! Other



recommended items that have helped other children feel warm are: heavy duty ski gloves, snow pants, scarves, earmuffs, or neck warmers. Due to precautionary measures we are not sharing items and we do not have extra or spare clothes for students to borrow. Each student has a separate and enclosed storage cubby to store all of their items at school. Your child can leave any and all items at school to ensure it will be available for them the following day if you would rather have gear here than send it everyday.



Rylee and Marcel

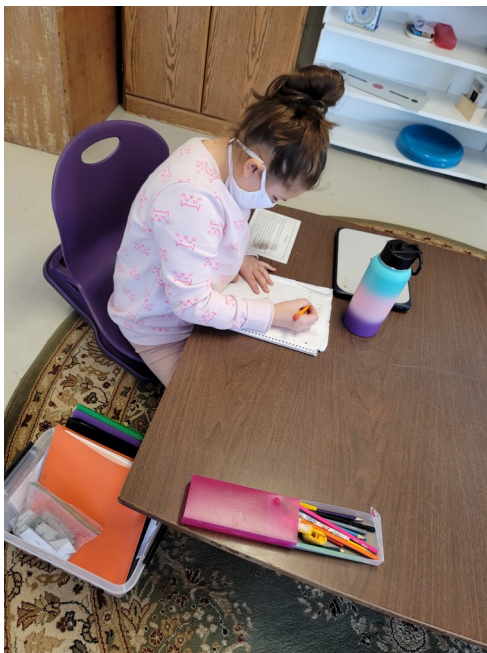
Our Writing Explorations

This year the Owls started their writing sequence by focusing on the different types of sentences. They then went on to write short paragraphs and just recently have begun writing essays. There are 4 major types of essays that we want our students to be introduced to and hopefully gain a firm understanding in the basics of what those writings are. The types of essays we have worked on so far have been persuasive and narrative. We will then work on expository, which will mainly be done through their science and research paper and then descriptive writing. The children are encouraged to daily journal prompts and some are even writing their own creative writing stories. The Owl group is a very creative and talented bunch! It has been a pleasure reading all of their work and seeing the progression throughout the year.

♥HAPPY
Valentine's
DAY♥

Valentine's Day is quickly approaching. The Owls will be celebrating not in the spirit of romantic love but as an opportunity to acknowledge each other. We will be doing a collaborative project, beginning at the end of the month, focusing on the positive attributes within each of us. This project will be done with both the students in the building and those who are virtual.

We ask that any snacks or treats sent in for students be healthy Smart Snacks and that there is enough to share with the whole class, generally around 15 students attend in person each day.

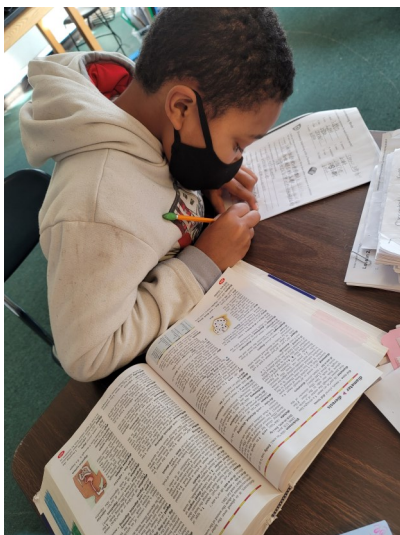


Charlie working
on grammar



Owls focused and masked up

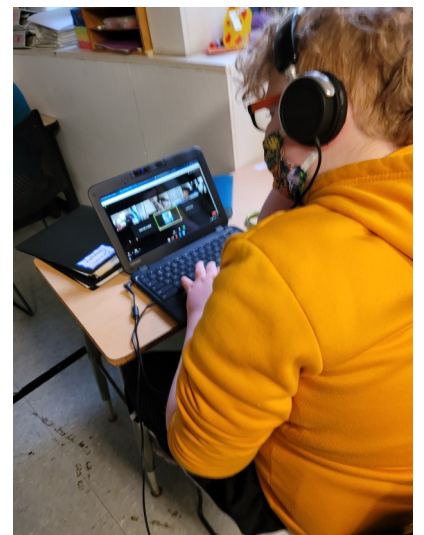
Owl News



Brayden and dictionary work



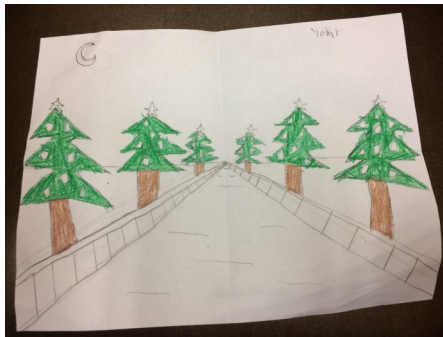
Lola focused on geography-
Antarctica.



Hybrid learning from school-
Braun

Lesson in Perspective Goes Creative

Students could depict any scene they wanted disappearing into a vanishing point on the horizon line. I demonstrated rows of trees with fall colors as an example. The trees shrank into the horizon along a wooden walkway. Once our common road was drawn, the students created an array of landscapes. I want to share just a few of the interesting examples.



Willie Calhoun used street lamps and a city scene with buildings along the streets to draw our eyes down the road.

Chloe Raines used a digital medium and was able to work on two versions of the

project.

Jeremy Begel colored the sketch using a different color scheme in each quadrant, very pop art.

Damirah Fowler's scene was similar to previous art she'd created, utilizing a geometric woven pattern.

Aydon Potts added intricate designs across his road.

Zephania Smith saw a desert road cutting through a forgotten land. Old road signs, cactus and a sky of stars and moon, made the setting seem magical.

Iris Rothenburger created a Civil War battle. An outstretched hand, brings life to the soldier looking down the long road.

Yahir Ventura-Valezques changed the row of autumn trees and evergreens, decorated for Christmas.

Sasha Ramey had a single character depicted, looking away, and down a long road, into a beautiful sunset.

Each project, most of which I did not mention here, as there are 33 Falcon students, showed the motivation and will for creation that our students have. They have a unique insight into this world that their life and circumstance has afforded them. Our Falcon community works to acknowledge those particularities and gifts that each member has. Their education should inspire them toward their unique goals. We work to recognize that diversity gives us strength. Working together to see each other's perspective helps to widen our own view to see beyond the peripheral. The students enjoyed the act of creating and then we all delighted in the complete variety of their work.

History

Some topics in history are difficult to study because of the sheer sadness that accompanies them. The bombing of Hiroshima and Nagasaki at the end of WWII is certainly one of the most difficult. While the bombings generate awful images of death and destruction at the hand of our nation, not studying them would be disrespectful of the sacrifice the victims made so that the horrors of the use of nuclear bombs are never felt

again.

Last year, the Wings visited the Peace Resource Center at Wilmington College and were given a special tour of the Hiroshima and Nagasaki exhibits by Dr. Tanya Maus. The pandemic has made a trip to the Peace Center impossible for the 20th Century Falcon History students, so the class viewed



the foremost documentary on the topic, "White Light, Black Rain." In this film, produced by HBO, drawings of the attacks and interviews of survivors are featured. The director also includes interviews of Americans who were in the planes that dropped both bombs. There is also some footage from 1945 of the destruction of both cities and some of the wounds the featured survivors endured. The film was chosen because it recreates the conditions on those two fateful days in Japan without overwhelming graphic images or video.

Students were asked to share their feelings and reaction after viewing the film. When asked if he had heard of the bombing of Japan, **Ethan shared**, "I knew it killed many people and it happened over 70 years ago but not much else about the survivors or the gravity of the event or even why it happened." **Dominic added**, "I only thought it just killed. I did not know about the radiation or the burning or what it did to the people who were not killed instantly...it changed my whole perspective of what happened on that day. I had no idea of the numbers of people that died."

The film notes that the U.S. has 5,800 nuclear bombs currently. **Lincoln** was asked if this was a good idea and said, "I personally don't think so because they are extremely deadly, I wouldn't feel safe if the US even had 50 atomic bombs. I think it's insane that they have 5,000+. I just don't understand why they need that many bombs." **Chloe** also shared, "No! We've seen what happened before, and if what we have now were ever to be fired, we would probably see worse now than we did then!"

When asked if all students should see the film before they graduate, **Jeremy** said, "Yes, so history doesn't repeat itself." **Jacob** responded, "yes because it gave me as a kid a different outlook on what can happen in just a few moments."

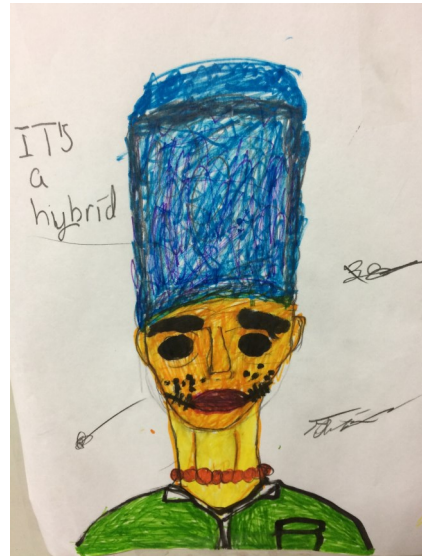


Valentine's Day

Valentine's Day occurs in late winter but it often brings the first signs of spring. Song birds can be heard singing and courting, buds on trees start

swelling, and ephemeral flowers start to poke through the soil. The Falcons will celebrate Valentine's Day, not in the spirit of romantic love but as an opportunity to acknowledge each other and look to the future. We will collaborate on a group project online that will focus our attention on the qualities and traits that make each one of us unique.

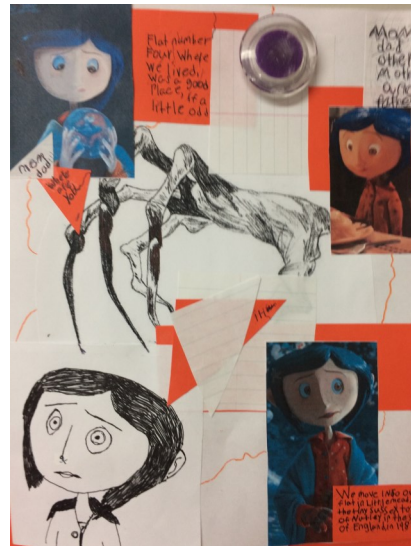
We ask that any snacks or treats sent in for students be healthy Smart Snacks and that there is enough to share with the whole class, generally around 15 students attend in person each day.



By: Zephaniah Smith

Language Arts

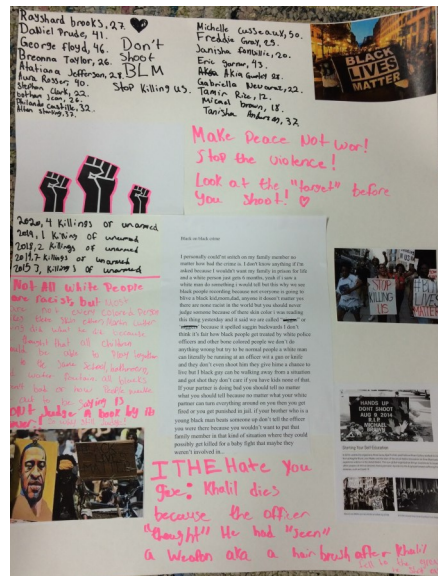
Our multi-aged environment is fundamental to the Montessori Method. Students spend two or three years in our secondary classroom environment. Our English content is divided into a three year cycle, so we always have different projects going at once! For session two, one group of students read the book, **The Hate U Give**, and produced protest posters that tied the struggle in the book to current events around us. Another group, investigating the genre of fantasy, took the haunting mental images from **Coraline**, and brought them into reality. The third group, who read the YA dystopian novel **Divergent**, created their own "factions" to be added to the dystopian world of Chicago and explained how their invented factions would contribute to the community. As students cycle through the content while in the Falcon program, they are able to reflect back to their experiences reading certain books and completing projects. This enables our older students to mentor newer members of the community and to continue to develop their own understanding of previous concepts.



By: Damirah Fowler



By: Sasha Ramey



By: GeMiah Wilson

Wing Poetry

The Wing English class continues in its poetry unit. We are experimenting with different kinds of themes and styles. From free-style poetry to the rigid structure of a sonnet. Students complete a daily poetry prompt and below are several examples.

Lights in the night sky
In the cold air of december
It was a nice sight that is my reply
The gold flare is what I remember
The beauty is unlike any other
The reward of climbing this snow covered mountain
Truly like many others utter
Before trying to climb I stayed below
and I discovered my surroundings
The quiet and brilliance stars and planets of space
I would like to stand here for hours
but I would probably freeze
Beside it, there are millions of stars,
and light years away some stars vanish without a trace
Good land for meteor showers honestly with the cold breeze
Stay with me kid and outlook the wander with me
Say did you look in to become stronger?



-Kai'lyn Smith

Omnipotent Incarnation of Amnesia

It consigned my thoughts to oblivion.
I have misplaced my memories in the void.
With flesh that shifts and morphs into iridium.
I cannot deny that I am paranoid.
I've tried to fend off it's attacks for days.
Nothing can stop or delay the end of time.
My mind has been thrown into disarray.
It hides under a pile of grotesque grime.
I have a feeling that it's watching me.
It has a glare that dispels the dark gloom.
It shot forward and rushed through the debris.
It chased me all the way to the backroom.
It growled, it hissed and said something unintelligible.
I guess this sad fate was just completely inevitable.



-Jayla Thompson

I looked outside and saw dead plants and dormant buds,
Along with dandelions and thistles.
I felt opportunistic as without the green leaves; the ground was less cluttered.
Every patch of brown leaves held potential for new plants in the coming seasons.
But for every plan I have so too do the dandelions and thistles have their own.



-Liam Evely

HELP THE WINGS BUILD A MICROBUSINESS WORKSHOP
NIGHTINGALE MASK SALE

Choice of backing colors and sizes
Custom printed Nightingale fabric
Preshrunk dual-layer quilting cotton
Sturdy stainless steel nosepiece

The graphic features a yellow background with a white outline of a nightingale. Below the main title, there are three images: a flag with blue, white, and yellow stripes, a patterned fabric with nightingale logos, and a woman wearing a green and white patterned mask.

Color Backing Selection:

Blue / Green / White / Yellow

Sizes Available:

Adult Large (fits most adult men)
Adult Medium (fits most adult women and older teens)
Youth Large (fits approx. ages 9-12)
Youth Medium (fits approx. ages 6-8)

Pricing:

Adult: \$9
Youth: \$8

Take \$1 off per mask if you order two or more.

Please send cash or checks made payable to:
Nightingale Montessori.

Email: rkonecki@nightingaleschool.org
with any questions.