



Nightingale Notes

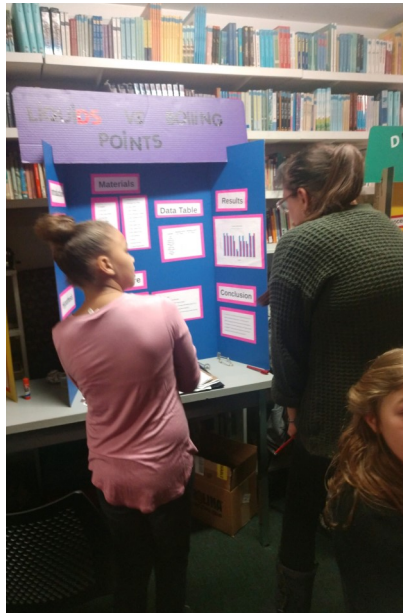
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*Save
The Date*

April 25—NM Earth Day at
North Campus



Thank you to all our volunteer judges!

Michelle McWhorter, Wittenberg professor and NM parent of Eagle, Evan and Owl, Olivia.

Wittenberg Student Volunteers, Caleb Austin, Jennifer Barron-Estrada, Tyler Gittins, Darby Szmania and Mikayla Thompson.

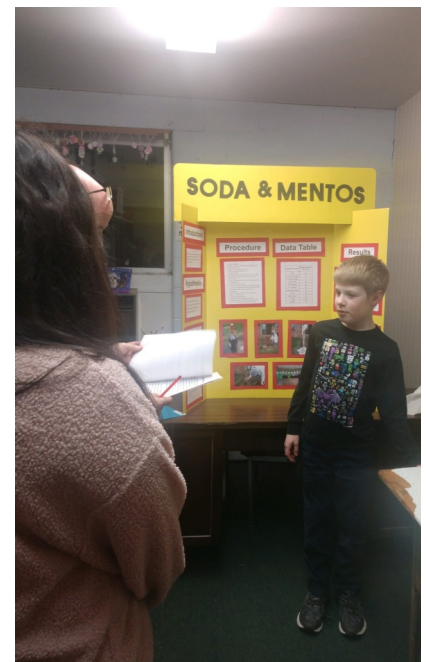
Friends of NM Staff: Maria Thorton, Janner and Ender Phillips, Shae Smith, Jerrel Martin and Erin Hankie, Dr. Jack Parker.

Behavior Analyst, Becca Bayman

Wright State University Professor, Chris Wyatt

Director of Enviroflight, Dr. Elida Espinoza

Science Fair Night



Victoria L. Dunckley M.D.

Why Social Media is Not Smart for Middle School Kids

Tweens' brains are simply too immature to use social media appropriately.

This guest post is by Melanie Hempe, RN, founder of [Families Managing Media](#)

Source: Alena Ozerova/Fotolia



I really love middle school kids. I have two of them! If you have been through middle-school [parenting](#), you may have noticed what I see: Strange things seem to happen to a tween's brain the first day they walk into middle school.

One might sum up their main [goals](#) in life this way:

- To be funny at all costs. (Hence, the silly bathroom jokes, talking at inappropriate times in class, and the "anything it takes to be popular" attitude.)
- To focus on SELF — their clothes, their nose, their body, and their hair.

- To try new things. They are playing "dress up" with their [identity](#), trying on things to see what fits. They are impulsive and scattered, they are up and they are down, and it even seems that they have regressed in their development on their quest for independence.

As the parent, you are changing, too, as you enter the stage of parenting when you quickly depart from the naïve platform of "My child would never..." to the realization that, "I'm sure my child did that. I'm sorry, and please excuse his behavior, he is going through a phase."

Your list of daily parenting instruction may include statements like:

- "If you can't say anything nice, don't say anything at all!"
- "How many times do I have to tell you not the use that word?"
- "Stop flipping that bottle!"
- "Stop burping the ABC's!"
- "You're acting like a 2-year-old."

- "What were you thinking?"

Then it happens: Maybe because we are exhausted from their constant begging for a phone, or because we think that all their friends have one, or because we want to upgrade ours to the latest model...we cave. We act on impulse. Our brain seems to regress like theirs, and we give them our old smartphone.

And with that *one little decision comes the world of social media access—something we haven't thought about and something none of us is prepared for. Because the midbrain is reorganizing itself and [risk-taking](#) is high and [impulse control](#) is low, I can't imagine a worse time in a child's life to have access to social media than middle school. Here are just a few reasons why:*

1. Social media was not designed for them. A tween's underdeveloped frontal cortex can't manage the distraction nor the temptations that come with social media use. While you start teaching responsible use of tech now, know that you will not be able to teach the maturity that social media requires. Like trying to make clothes fit that are way too big, they will use social media inappropriately until they are older and it fits them better.
2. Social media is an entertainment technology. It does not make your child smarter or more prepared for real life or a future job; nor is it necessary for healthy social development. It is pure entertainment attached to a [marketing](#) platform extracting bits and pieces of personal information and preferences from your child every time they use it, not to mention hours of their time and [attention](#).
3. A tween's "more is better" mentality is a dangerous match for social media. Do they really have 1,456 friends? Do they really need to be on it nine hours a day? Social media allows (and encourages) them to overdo their friend connections like they tend to overdo other things in their lives.
4. Social media is an addictive form of screen entertainment. And, like [video game addiction](#), early use can set up future [addiction](#) patterns and habits.
5. Social media replaces learning the hard social "work" of dealing face-to-face with peers, a skill that they will need to practice to be successful in real life.
6. Social media can cause teens to lose connection with family and instead view "friends" as their foundation. Since the cognitive brain is still being formed, the need for your [teen](#) to be attached to your family is just as important now as when they were younger. Make sure that [attachment](#) is strong. While they need attachments to their friends, they need healthy family attachment more.
7. Social media use represents lost potential for teens. While one can argue that there are certain benefits of social media for teens, the costs are very high during the teen years when their brain development is operating at peak performance for learning new things. It is easy for teens to waste too much of their time and too much of their brain in a digital world. We know from many studies that it is nearly impossible for them to balance it all.



Community Health Foundation

Thank you to our Community Health Foundation for awarding our Gourmet Grub program a \$300 micro-grant to support our nutritional programs and outreach! Students are busy planning a Student Chef Event with additional funding to be allocated toward a weekend feeding program! Students will help to prepare delicious snacks to be taken home on the weekends! Thank you CHF for your support!



Eagles lending a helping hand with dishes.

Gourmet Grub



The Value of Service and Practical Life Application in the Kitchen

Here at Nightingale we value and encourage our students and others to help each other, participate in community service, and to learn and become aware of what our individual global impact can be. All ages are encouraged and welcomed into our kitchen.

Serving our peers offers a great opportunity to learn and practice grace and courtesy, learning to politely communicate and appreciate our friends and families' hard work and contributions toward a healthy meal we can share together. Students take pride in their edible creations and are encouraged to research healthy recipes and share with their classmates!

Thank you to all of our wonderful chefs this month displaying their skills and manners to help our Program run successfully and smoothly. We are refining our knife skills to showcase our dexterity at our upcoming student cook off! We specifically have two students that are successfully chopping blind folded!



Noah, serving his sister, Nemariah, with Gavin on the Eagle lunchline.

Falcons, Lincoln and Carl, love to wash dishes for 75 people! They volunteer frequently.

Sensitive Period for Order

“Order is one of the needs of life which, when it is satisfied, produces a real happiness”

- **Maria Montessori**

Maria Montessori believed the sensitive period for order begins at birth, peaks during early toddlerhood, and generally lasts until around age five. This sensitive period is characterized by an inner need for consistency and repetition. During this sensitive period, the child craves routine and predictability. The child has a need for everything in his/her physical environment to have its designated place.

Parents of the **Hummingbirds** may have noticed many different types of sorting and/or matching work listed on their child’s daily note. These types of sensorial works are one of the many ways the **Hummingbird** staff are able to nurture the intrinsic need for order within the **Hummingbirds**. The children are delighted as they manipulate the work to create precise order.

When the children are presented with materials that allow them to create order in their physical experiences, they are also able to create mental order. Mental order supports the child’s ability to adapt to changes in his/her environment as they take place. This internal order also supports the child’s ability to function well in their environment.

All of the benefits listed above also support early math skills. Sorting work helps the **Hummingbirds** to understand that things can be alike or different, belong to a specific group, and be organized into groups. Early exposure in these areas is important for numerical concepts and number grouping that they will experience later in life. The **Hummingbirds** are on the path of applying the logical thinking of mathematical concepts in everyday life.



Alivia practices pre-writing skills.



Asher sorts utensils.



Charlie connects magnets.



Paxton transfers liquid.



Hummingbirds taking a walk.



Annie explores depth.



Vivian practices her pincer grasp.



Hazel strings objects.



Rosie strings objects.



Callie matches shapes to outlines.



Greyson explores object permanence.



Reznor scoops and pours.

Chickadees are Valued As They Contribute to Their Classroom.

The famous “Montessori” confidence stems from two important values we are promoting in the **Chickadee** classroom.

The first is establishing order in the environment and through this, calm assurance of what the children can expect throughout their day.



The second is the value of developing self esteem based on serving the community. We are introducing both these values through community jobs.



Nathalie sorts the laundry.

The **Chickadees** take pride in taking care of their classroom. There are many coveted jobs that they partake in each day. Keeping things in order visually promotes inner order which helps the children navigate daily expectations.



Dashayla and Athena say good morning.

A few of the jobs which the children have been enjoying are: filling the jar each morning for the water station, greeting the other students on arrival with a handshake and a smile, sorting the laundry and distributing it to the correct location. Other jobs done throughout the day include setting tables for lunch, washing tables and sweeping under them after lunch. Some get to wash dishes!



Joey washes the table.

They sharpen pencils, keep the work mats tidy, use a picture to reference how work materials are arranged on each shelf, monitor the hall -which entails checking on the shoes to see if they are orderly under the hooks and checking coats to hang them neatly by the loop. At the end of day the blackboards are washed and the chairs are put up.



Athena cleans the blackboard.

In this way the children see that this is truly their classroom. Their self esteem and their confidence is able to soar as they realize their value as a contributor to the community. At home the children can continue to grow their sense of order and confidence with an organized way to put away their toys, with opportunities to help sort and put away laundry or dishes, or have a designated place to leave their coats and shoes. Chores can contribute to a child feeling valued as one who enriches the life of others.



Parent Corner

Valentine's Day is around the corner! While we will be celebrating love and friendship with the **Chicks** we want to stay away from the consumer aspect of this holiday. If your child would like to pass out Valentines we ask that they are handmade and that there are enough for all the children. We currently have 25 **Chicks**. Please do not have your child write the name of the person they are for, instead, they can write their own name so that each recipient will know who it is from. This eases the process of passing them out. Some children like to bring a treat to share. If you would like to do so please refer to the smart snack suggestions found in the **Chickadee** handbook. They will enable us to serve healthy alternatives to the sugary fare typically associated with the holiday in the past.

We are currently in need of spare pants for the **Chickadees**. Please check at home to see if you have any clothes labeled with **Chicks** or NM and return them. If you have some pants that your child has outgrown and you are looking for a place to donate them we would be happy to help. At this time we do not need shirts or socks.

Thank you!

"Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence. "

Maria Montessori



The hard work of order in the classroom translates to order in the work for Joey, Tristan, Rosie, and Athena as they complete their math

The prepared environment.



Eagle Valentines

In keeping with our underlying effort to present ecological ideas to students at **Nightingale**, the Eagles will once again be recycling paper to create **Valentine's Day** cards. The Eagles study papermaking as part of the progression of human achievement. We will learn about the

use of plants and fibers as a tool to record thoughts and make communication both portable and long lasting. We will use a blender and scraps of paper that we have saved throughout the year.



Rylee and Audriana tear paper for papermaking

The tradition of **Eagles** helping **Chickadees** make their own Valentines to present to their families remains a highlight to both the **Eagle** as teacher and the **Chickadee** as student each year. The **Eagles** and **Chickadees** grind pulp for their own papermaking with a manual blender. After the pulp is ground, they follow a sequence of steps to create their own paper in a heart shape.

We ask that any Valentines that children bring to school to share with their friends be handmade – **not** the commercial variety. There will be a celebration time for the students to “mail” and receive these expressions of friendship from each other. Remember, we are a **“Smart Snack School!”** if you choose to send treats of any kind. Some great ideas from the past include: bubbles, homemade card, homemade seed bomb, a tape measure and a personalized painted rock. We cannot wait to see your different ideas this year.

Eagle News

Chinese New Year

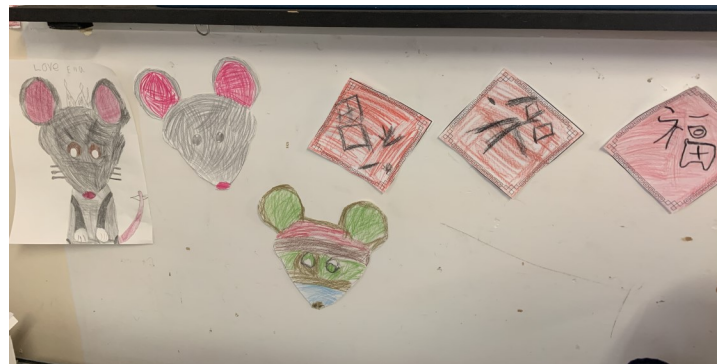
Since their return from winter break, the Eagles have been experiencing some of the Chinese New Year's traditions in the classroom. They have created several lanterns in red, the color of luck, and some with their own flair. They strung them around the room with paper link dragons, to create a festive atmosphere. They have learned that the Chinese acknowledge the year 2020 as the year of the rat. They have also practiced writing “Good Luck” in Chinese characters, mark by mark. During the final week leading up to January 25th, the Eagles will have the opportunity to make and try some of the foods used to help celebrate the new year.



Malcolm and DaeSha create Chinese Dragons.



Chinese Lanterns hung up.



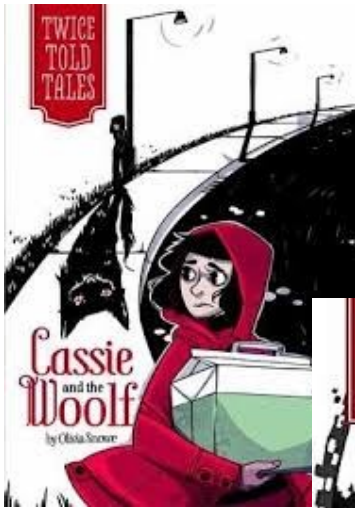
Student rats and Chinese Writing.

Owl Reading

The Owl class has enjoyed reading together throughout the school year. In our class we enjoy silent reading, class read alouds, and book clubs. We have read several books together including, "Wonder" by R.J. Palaico and "Frindle" by Andrew Clements. Students have the freedom to choose a book from our classroom library for silent reading. We encourage you and your Owl student to continue the discussions from books read in class.

Currently the Owls are reading "Twice - Told Tales," these stories are twisted/retold from the well known fairy tales that many students are familiar with. With the same theme the twice told books take the students on a new path. With many similarities to make the story seem familiar the twice told tales have many new twists and turns to spark students' imaginations as well as excite them, keeping them intrigued and wanting to read more! Students are working on comparing and contrasting, Venn diagrams and using different materials within the class to relate the twice told tales to traditional fairy tales.

The Owl teachers would like to encourage your family to visit local libraries or bookstores and see what fun your family could have while reading together.



Valentine's Day

On February 14, 2020, the Owl classroom will be having a Valentine exchange in the afternoon. If you would like your child to participate, please send in enough Valentine's for all students. There are 31 in the classroom. Please also send in an old shoebox or brown paper bag that can be decorated. Keep in mind, if you are going to send in a snack, it needs to be within the SMART snack guidelines.



Petra during silent reading.



Keith enjoying a graphic novel during silent reading.



Aliya	Do Different Liquids Have Different Boiling Points?
Braum	What is the Fastest Way to Cool a Soda?
Damirah	Do Distractions Affect a Driving Video Game Score?
Devin	Does Temperature Affect the Elasticity of Rubberbands?
Eleni and Rayven	Does Smell Affect Taste?
Eliza	Does Temperature Affect the Amount of Gas that is Produced?
Iris	Which Food Grows the Most Mold?
Janiya	Will Ice Melt More at the North or South Pole?
Jasmine	Does the Size and Weight of a Hoola Hoop Affect How Many Rotations Can Be Made in One Minute?
Jazlyn	Which Bridge Shape Can Hold the Most Weight?
Keith	Which Type of Play Dough Will Conduct an Electrical Current?
KyLynn	Are Enzymes in Laundry Detergent Effective Stain Removers?
Ladainian	Which Bubble Solution Creates the Longest Lasting Bubbles?
Lucy	Which Water Type is the Hardest?
Lukas	Which Bait Works Best For a Homemade Fly Trap?
Luke	Do Different Sodas Produce Different Amounts of Fizz?
Martin	Does the Size of A Marshmallow Affect How Far it Can Be Launched?
Nick	Which Materials are the Best Conductors?
Noah	Which Liquid Does a Marble Move Fastest Through?
Olivia	Which Solution do Ants Like and Dislike?
Petra	What Makes Ice Melt the Fastest?
Sasha	Does Flour Type Affect Muffin Density?
Sincere	Which Cell Phone Case Design Will Protect the Best?
Tavion	Does the Shape of a Structure Affect How Much Weight it Can Balance?
Wyatt	Does the Amount of Mass in a Group of Maggots Affect the Temperature?
Yahir	Will Plants Grow More When Music is Played for them?

Thematic Unit for Session Three

The National Association of Social Workers defines social justice as “the view that everyone deserves equal economic, political and social rights and opportunities.” We will use social justice as the overarching theme to guide our curriculum in session three. **Falcons** hope to learn about the problems that dramatically impact quality of life for certain populations, how people have worked to solve those problems and how our students can be empowered in that work.

If you teach social studies, you’ll have no trouble finding direct curricular links to social justice. The National Curriculum Standards for Social Studies includes Civic Ideals and Practices as one of its 10 Themes of Social Studies, and this includes an emphasis on learning how to get involved in influencing public policy. In history and social studies class, social justice teaching is a natural fit.

In other content areas, teachers must use their content to address the issues of social justice. In Language Arts students will be reading *Maus*, a graphic novel by American cartoonist Art Spiegelman. The book depicts a son interviewing his father about his experiences as a Polish Jew and Holocaust survivor. The work employs postmodernist techniques and represents Jewish people as mice, Germans as cats, and Polish people as pigs.

In science curriculum we will study earth, weather, atmosphere and climate. Initially, it may be hard to see how these science concepts are tied with economic, political and human rights; however, students will look into current events and how cultures of consumption are affecting these natural systems which affect other humans lives.

We must put ourselves in a vulnerable position to explore issues that are seen as more controversial than others. Therefore students must feel safe. Safe to state their ideas and opinions and to change them. We maintain that safe environment by following simple guidelines: inviting all people to the conversation ensures we get the most diverse range of possible ideas. We must realize that we do not have to agree to respect the rights of others, we can disagree with ideas not the person.

Falcon News



At the middle school level, not all **Falcons** will be participating in exchanging Valentines. Our classroom works to find the value in each student. We hope that this appreciation for each other will extend throughout the year, and not be observed on Valentine’s Day alone. However, if you wish to spread joy and share Valentines, we encourage homemade and sincere wishes for our friends. Our community works to balance maintaining a professional atmosphere, with the close comradery that we all share.



Sterling Wagner follows his curiosity to this point of intense concentration. He is building a series of robots that run using various forms of energy. His research focussed on innovations in the automotive industry and the current push away from fossil fuels before peak oil is reached.



Shay Conner, a first year Falcon, takes water samples from NM’s amazing fish tanks as she conducts her experiment for science fair, testing for dissolved oxygen. The Hummingbird environment and the common upstairs room have large and healthy tanks that alumni students help establish and maintain.



Students	Project
Microbiology	
Sophia Sprinkle	Does temperature affect the growth of biofilm?
Zane Lambdin	Can fungus sense sunlight, darkness, or colored light?
Physics - Alternative Energy	
Sterling Wagner	Which energy source is more efficient; solar, battery or electrolyte?
Dominic Payne	Which fruit produces the most electricity?
Biology	
James McCollum	Does exposure to heat or radiation reduce seed germination?
GeMiah Wilson	Does the composition of the candle; plain, colored or scented, affect the duration of time the candle burns?
Mayeli Tregeous - Hall	Does the diet of worms affect their growth?
Jacob Adams	Does natural light or LED light produce the most growth?
Physics	
Chloe Raines	Does air have mass?
Jeremy Begel	Does the source of the light affect the length of the shadow?
Carl Daniel	How fast can you travel using only the acceleration of gravity?
Jaxson Potter	Can paint be electrically conductive?
Sanaa Johnson	Which bath bomb recipe produces the most fizz?
Cole Conner	Does soil change the pH of water?
Dustin Harris	Does the ratio of sand and concrete effect the strength of the bricks?
Malaki Segovia	How much weight can a drone lift?
Carson Malone	Can a dropping egg be saved by the lift of a drone?
Chemistry	
Alex Schindler	How much iron is in different cereal brands?
Ethan Soto	Which homemade paint is the most durable?
Alyssa Segovia	Which homemade shampoo works better?
Lincoln Fry	What melts ice faster?
Lilianna Ventura-Vasquez	Does the temperature of the water affect the duration of the fizz from bath bombs?
William Calhoun	Can a reaction between nitric acid and metal tell about the composition?
Shay Conner	Does aeration affect the amount of dissolved oxygen in the water?

A Welcoming Community

Wing teachers **Becky Konecki** and **Brian McWhorter** recently interviewed a few of the **Wings** who have transitioned from traditional schools to **Nightingale** to find out what the experience was like for them in preparation for an upcoming presentation at this year's Cincinnati Montessori Society conference. One of the topics discussed was what their impressions of our classroom community were compared to their previous public, non-Montessori schools.

One common thread that all of the students mentioned was how accepting their new community is. **Malin Stewart**, who joined the **Wings** two years ago as a sophomore, says, "friends here, they care more about you, and they're more serious about things. My friends there, they were more like people I know." He goes on to say that he feels comfortable and safe in a way that he didn't at his previous school. He was struck by how, in his words, "everybody was themselves—kind."

Kai Stepp, who has attended Nightingale since August remembers how she struck up a great friendship during our first day of school scavenger hunt to help students become acquainted with the classroom and one another. "I feel like the introduction we had, where we got forced into a small group, or a partner thing was really nice, because I kind of got forced to talk to **Elijah** and now he's one of my closest friends." She contrasted the experiences at Nightingale from those at previous schools: "there the students were a lot more grouped off. I feel like everyone here, no matter what you're into, you can go talk to whoever. I'm not into the same stuff **Malin** is into, but I could go have a conversation with him if I felt like it. But if I tried to do that in a public school, it would be like, 'why are you talking to me? Go away.' Talking to people is a lot easier here. I feel like in a public school there's thousands of students, like insane amounts, just shoved into one area, which is just not great, I don't think. But here, there's only like thirty five people here. And it makes it a lot easier for me to mingle and just talk. If I'm just standing around, I can just walk up to someone and start having a conversation. It's a lot more close knit, I guess."

Russell Besson, who also is in the middle of his first year at Nightingale echoed these same observations. He noticed how established the community already was, and was surprised to be so quickly welcomed into it. "It was weird meeting the people who had been here for many years. Just the difference in acceptance that they all have. At public school everybody is like kind of shut off into their own groups, and everybody's not talking to anybody else, and they kinda shoo people away so that their friends can sit down. But here it's like, 'oh you want to sit down with us? Go right ahead.' 'Oh there aren't enough chairs? Pull one up.' 'How've you been today?'"

As we continue to grow into our new space and welcome new faces into the fold, we are thrilled to know that our newest community members feel welcome and comfortable with us. Community is one of our most important values, and we are proud of our **Wings** for the kindness and friendship they extend to each other in living out this value every day.



Wings getting ideas for building the Chickadee playscape

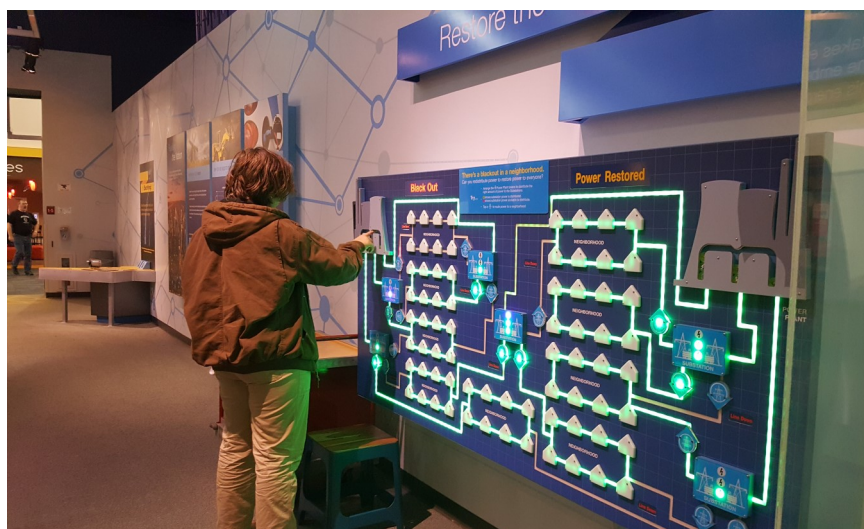


Gabriel at the Wing cookout

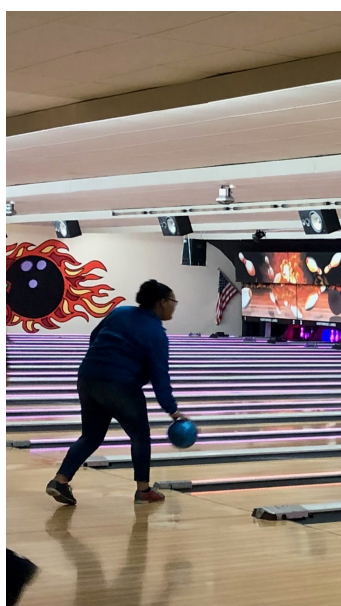
The **Wings** just finished up a great **Explore Week** where our theme of Action really came alive. Check out some of our exciting explorations and team building activities from the week!



Liam and Beck power an oversize motor with their feet at COSI.



Nathan experiments with a power grid exhibit at COSI.



Arianna bowls.



Beck examines the scoreboard.



Draiden watches and encourages his skating classmates.



Russell finishes his turn.



Aidan Riley enjoys skating.



Nathan, Jayla, and Zachary skate.