



Nightingale Notes

March 2023

April

- 1 Enrollment for 2023-2024 Open
Intent to Return Forms Due 3/31/2023
- 3-7 **Spring Break—NO SCHOOL**
- 10 Staff Day—Only Staff in Session
- 11 All Classes Return from Spring Break
- 20 Owls—Mini International Festival 6:30 PM
- 11-28 Ohio State Testing Grades 3-12



Sharing delicious New England seafood!



Boston Street Art



And, we're off!

“We help children navigate the world as it is, not as you wish it was”—Susan David, Keynote Speaker at AMS Boston Conference

We were very excited for the Boston conference! We had a great time learning and bonding in Nashville last year, and we all anticipated even more growth this year. I am so grateful to my family, my team, and of course the Nightingale administration for encouraging us to broaden our horizons and spend time team building in Boston.

12 of our staff members, representing preschool through high school classrooms, joined in the adventure. I was especially hopeful for Boston because I noticed that, previously, there weren't very many seminar sessions dedicated to secondary (middle and high school) classrooms, but the schedule had made room for more this year. This tells me a couple of things: 1) there might not be that many secondary Montessori classrooms in the US (maybe the world?), and 2) what we're achieving at Nightingale is pretty unique. We are able to offer Montessori-based, student-led education from toddlerhood to high school graduation—and I get to be a part of that! Our students, and my own children, have a really unique opportunity. And as teachers, it's our responsibility to make sure we are utilizing all that is good and powerful about Montessori education to give the kids the benefit of that opportunity.

One way the Wing and Falcon teams are excited to implement creative ideas learned at AMS Boston 2023 is through cross-curricular projects. We do already try to stress the importance of student learning across different subjects (with a special focus on the value of Ecology and how it intersects with all of the other courses we offer), but two educators at the conference had specific suggestions for how to create mini

projects to bridge learning gaps across classrooms. The example provided was: students in ELA were having trouble understanding free verse poetry, and in math they couldn't remember the steps of balancing equations. The suggested cross-curricular project involved writing a free verse poem about solving equations! Simple. Genius. Dumbfounding. Challenging. I had been nervous before the session, thinking I would have to overhaul all of my curriculum for middle and high school ELA to fit some “standard” idea of what the cross-curricular topic would be. But obviously, that was my traditional, public-school, standardized upbringing coming through. Montessori can be about flexibility as much as it's about reinforcement, and the ideas offered by these two educators seemed not only accessible, but possible, excellent! I'm already seeing applications in my classroom—kids who are having trouble understanding satire in *Huckleberry Finn*, look out! Here we come.

Keynote Speaker Susan David reminded us of the power of our emotions—that experiencing our emotions, the ups and the downs, the good feelings and the hard feelings, are part of what makes us human. When we repress the “bad”—that is, challenging—feelings and don't try to acknowledge or validate them, there are consequences not only for us, but for those around us, especially the young learners who look up to us as guides and models. Human experience is not all about being happy, it's not all about the “good.” “Discomfort is the price of admission for a meaningful life,” David emphasizes; it's part of our responsibility to feel our feelings. Life is not always going to go easy on us. But, as we say at Nightingale, we **can** do hard things.

~ Sarah Bullwinkel, Wing Lead Teacher, ELA



I am so thankful to Nightingale for the opportunity to travel to Massachusetts for the AMS Conference. Not only were we able to explore both Salem and Boston, two cities rich with history, we were able to attend the sessions and keynotes presented by experts in their field. I thoroughly enjoyed the two Math Infocus Seminars I attended. The first one focused on Number Sense, its importance and how to help strengthen it in kids, and the second one focused on what we can do as teachers to help students master fractions, decimals and percentages. Both were incredibly informative and really made me excited to get back into the classroom.

Barbara Boyer

The workshop on “Developing a Cross-Curricular Program in Secondary Classrooms” was very enlightening! I have a hand in teaching all of the classes, so being able to work interchangeably between subjects is life changing. The students who may have difficulty in one class, can use another class to gain a better

understanding of the lessons being taught. It was a mind-blowing revelation and will be explored now and future school years to come.

Tasha Williams

The Montessori Event in Boston was my third opportunity to attend the American Montessori Society Annual Conference. Previously NM participants traveled to Washington D.C., Nashville. Each event is packed with opportunities to learn, network, and collaborate with Montessorians from around the world. I was exposed to Montessori materials and methods that were completely new to me. One speaker I enjoyed so much was willing to question her own strategies in an effort to grow in her practice of Montessori. Her class examined traditional practical life work for lower and upper elementary students. Practical life activities should reflect the culture of the students' environment, the here and now. The activities which are prevalent in the current culture. She challenged polishing silver and oiling wood and asked what skills families are asking of their children. Staying true to the Montessori method does not mean rigidly following traditions of the past but asking 'why' we follow. *Knowing they 'why' empowers us as guides to truly follow the child with individualized education experiences that fulfill the needs of each child.*

Jayne Woodward

My biggest takeaway from our conference in Boston was learning the significance and importance of emotional agility and instilling this in ourselves and our students as educators. Emotional agility is "the ability to be yourself in a way that is courageous and curious and compassionate." We should learn how to live in the moment, cultivate a healthy awareness of your emotions, learn to identify what these emotions are telling you, and respond to your feelings in ways that serve you. "Recognize your inherent values and goals!" Dr. Susan David

The History and Culture of Boston was truly amazing and it was a wonderful experience in teambuilding and reinvigorating ourselves to better serve our children and community.



Board member Jagdish Singh joined us on Tuesday to share about her recent trip to Antarctica! It was a great reason to hold our first full school assembly in our new space.



Stephanie Woodward

June Program for Eagles - Falcons

Program Leader: Jayne Woodward

Week 1: T-Th May 30- June 1

Week 2: M-Th June 5-8

Week 3: M-Th June 12-15

8:00-3:00

Cost - \$0 - This is a Title I Extended Learning Opportunity for 2022-2023 NM students

Program will be structured with Outdoor Education and Project Based Learning opportunities to strengthen math and English skills.

Please email administration@nightingaleschool.org if you would like your student to participate

Nightingale Montessori- Chickadee Summer Program

The **Chickadee Class** is excited to announce that we will again be hosting a summer Outdoor Education Program. The program will be run by Guyia and new to NM, Eve, who we are excited to have join the Chicks in mid-April. The Program will run from **June 5th– June 30th from 7:45-4:00, Monday through Friday**, (possible July dates for interested families) **July 31st-August 11th** and is open to fully potty trained 3yr olds through 8-year-olds that are a sibling of a Chickadee. Gardening, exploring, and experimenting in nature will be the program's main focus. We are also looking forward to pottery lessons given by Eve as one of our outdoor activities this year.

Additionally, Krista will be offering Montessori lessons in math and language for students from 9:00- 12:00 each morning in June. You can choose for your child to participate in that part of the program only or plan for the whole day. **The cost of the program is \$175 per student per week**, and, as last year, we will be asking for a commitment for your weeks of participation if you choose to participate. If your child is six years old before the program starts, you may qualify for a scholarship through the ACE program. You can direct questions or interest in attending to Krista at klambdin@nightingaleschool.org

Spring is here!

March has been a busy month for our students at Nightingale. Our Culinary team continues to learn and sharpen their skills while working on their individual projects. Erdkinder students are busy reimagining school grounds and planning our culinary gardens for 2023 development. We are ready to scale up, and up and up! We are striving to grow and produce more nutritional foods to integrate into our feeding programs, to provide ingredients for our nutritional and locally produced treats, to sell and raise funds for our various programs, and to share with those in need in our community!

Various March projects include:



Jace



Shannin

Culinary students continue to plan and develop many ideas to sustain our program. We look forward to our Sustainability Conference of 2023 where we will showcase student culinary skills, recipe development, community resources, and outreach. We will continue to aim high and be strong.



Wing, Jayden, completed his research project and cooked Ratatouille from scratch. He learned many culinary skills and techniques from French cuisine as well as historical and cultural shifts pertaining to the history of this dish!



Aliya and Zavy



Ethan and Sasha made Beignettes, famous in New Orleans, for breakfast for the high school. They made them from scratch! They made the dough from scratch and researched the history behind this tasty treat. This was part of their unit of study on electric stovetop cooking.



Chickpea - expanding our vegan menu.

Welcome

The **Hummingbirds** welcome new student **Cameron Craven**. We are thrilled to have **Cameron** 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.



Cameron distinguishes between same and different.

Practical Life Activities

“The essence of independence is to be able to do something for one’s self” – Maria Montessori

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

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

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



Jax transfers tiny objects using a squeezing implement.



Zamirah matches objects to images.



Jonah slices a banana for snack.



Breckon washes cups.

One of the traits that must be given sway in the **Chickadees'** curriculum is the chance to practice giving **maximum energy** to a project naturally. When this trait is firmly rooted in the character of young children, it can be expected to become a part of their nature, spirit, or personality as they develop.



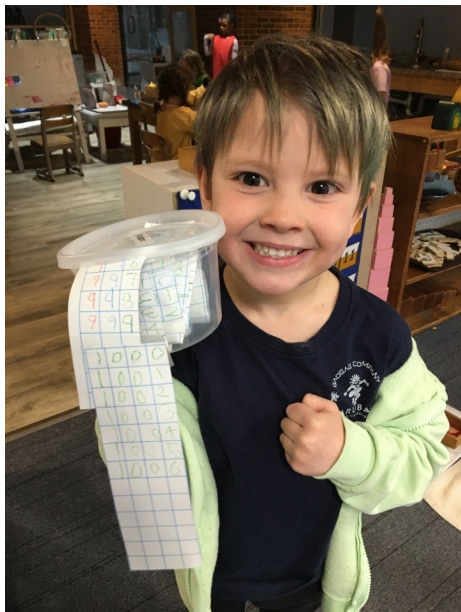
A stubborn stump is dug out with relentless digging by teams of Chickadees throughout the week.



Chickadees learn situational awareness as they carefully sense their balance on the beam attentive to a mindful relation to that of many others on the same task.

The number roll is work that taps into many of the innate traits. While on the surface, children practice sequential counting, exchanging when reaching ten, and number writing, its value is far deeper. Children who endeavor to reach a thousand have done so much more. The first step is setting the initial goal. Perseverance is next, as it takes many, many months, often the whole year, to reach their goal. Children that choose this work are self-motivated to work at their maximal level. They are using the traits of repetition and desire to perfect themselves. They are also developing a strong sense of order as they follow the sequential steps to complete the task. Independence in completing such a large work and the pride and self-confidence gained in the finished product show in the delight of attaining their goal.

Chickadee News



Paxton joins the thousand club.



Hi Chickadee Families,

My name is **Guyia Wilson**. I've been a part of the NM community for over 16 years, as a mother, aunt, grandmother, and staff member. Many of you are familiar with my position in the office last fall. You will now find me in the Chickadees! For the past couple of weeks I've enjoyed getting

to know each one of your students. I'm truly amazed at how unique and bright each Chickadee is. My favorite part of my day is when I see the students' excitement when they learn something new. It brings me joy that they have welcomed me with open arms and the willingness to help me get familiar with my new role.



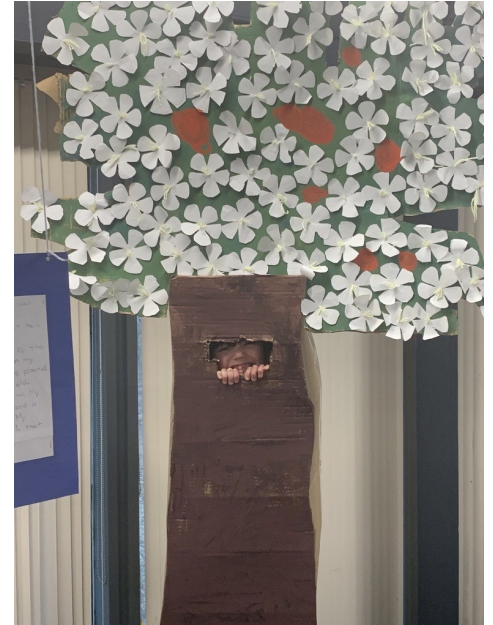
Wax Museum

The Twenty Third Annual Wax Museum of the Eagle Class was a culmination of much research and writing. The cast of characters presented a Timeline of Life on Earth. Four Owls, whose project was cut short in 2020 because of the Corona Virus lockdown joined us this year. Most of their research and writing was complete when, disappointedly, our virtual classes prevented costuming and presentation.

This year is the first of a three-year cycle. Next year the Eagles will concentrate on Humans from their first appearance on the Earth until the present. The characters will include representatives of people who have contributed to a positive effect on Earth. The following year, a refinement of various means of communication will be chronicled. The reverence given the students by our many friends and families as they toured the Timeline of "Wax" characters was much appreciated.



Marianna's magnificent manta ray



Bella M. as Appletree



Morrison, a majestic red-tailed hawk



Phoebe as Dodo



Skye as a cluster of diatoms.



Rhiddlee, a fierce pterodactyl



Bella's crew for Mandarin Duck feathers



Tirzah and Levi work on his Glow in the Dark mushroom.



Zavy gets help from Raedyn and Evan painting his wolf spider.



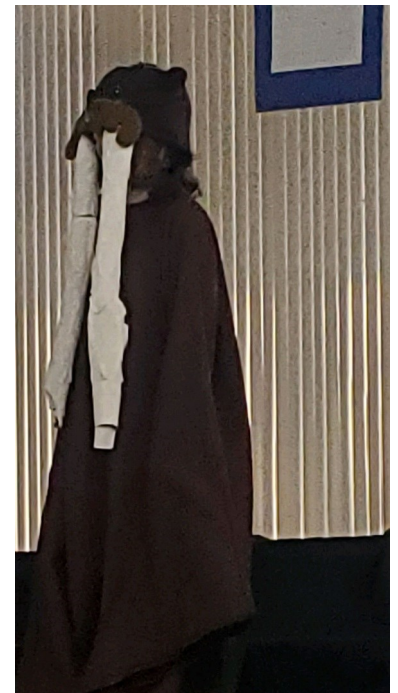
Elijah as Tasmanian Tiger



Naomi as Human



Jovie as Chameleon



Becca as Walrus



Zamiah as Glass Sponge



Bella WB as Mandarin Duck



Tripp as Black Flying Fox Bat

March has been full of activities in the Owl classroom! We have been reading new books, working on continent maps, and researching student choice topics of interest about a continent in preparation for a culminating class project. Our writing skills are practiced during this cross-curriculum project as students communicate their research about a continent. Students are working on mapping out important aspects of their continent. Chosen topics to display graphically on a map include, political regions (countries, states, and capitals) population, languages, landforms, religions, economics, biomes and plant and animal life. Everyone has been working hard and putting out high-quality work. We plan to present a Mini-International Festival with parents to share our learning in April.



Owls practice their listening skills.

Owl Science

The Owls have finished their unit in health with practice in communication. We learned about the importance of using both clear communication by using the correct words and also the importance of listening. We practiced different scenarios while using eye contact, body language, and paraphrasing to show that we are present, listening, and understanding what the other person is saying to us. We found this to be very informative and helpful because of the limited access most of us have had since Covid restrictions have limited our social interactions. We also talked about our goals we have for the next 5 and 10 years. Where do we see ourselves? What do we need to do in order to reach these goals? We also discussed what might inhibit us or create obstacles to achieving our goals. Many have not thought much about their goals for the future so I encourage you to bring these topics up at home to help them understand what is reasonable, achievable, and realistic for them. Also, help them to map out how to take action and to understand what will be expected of them in



order to be successful in the areas that they are drawn to.

We have begun deciding on the area of science that interests them the most. We will be spending the final quarter working on student led experiments while learning about the scientific method. We are exploring where each is most curious about and what the different areas of scientific study are. Are we more interested in Technology, Ecology, Physics, Chemistry, or Biology and what do all those words mean? A lot of this year's focus has been about our curiosity about who we are, who we want to be, and how we want to interact with our community.



Dashayla and MaKenzie practice multiplication.



River, an Owl student, joins the Eagle Wax Museum (her Eagle show was cancelled during COVID) by appearing as a Miami Blue Butterfly.

Service Work in our Community!

Falcons were able to give back to a group that has done so much for us, the Jefferson Street Community Garden, and our friend Terry Fredrich. Terry's donation of compost, soil, time and expertise has spurred our garden program forward and guided us with best practices. Students from the Falcon class had the opportunity to visit 'The Oasis' and volunteer our time and work. We spread compost across a garden that would then be prepped for the members of the community garden. This garden helps hundreds of people and food insecure families. This was another chance for students to see that their community can be what they make it. We can work together to help those in need and get a good workout in along the way!



caption



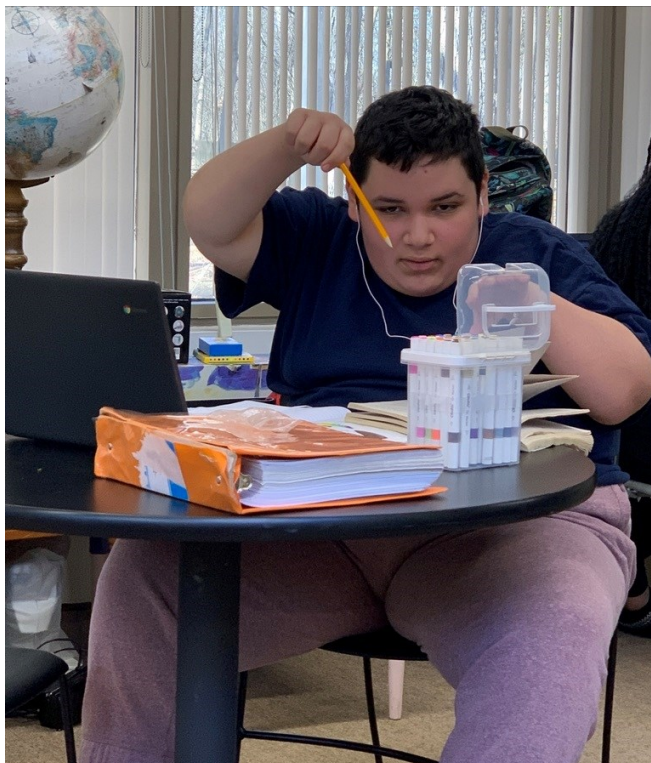
Ella's creative juices are flowing for her Scythe character portrait.

Adding an element of choice and freedom of expression has given the Falcon English class a variety of opportunities to share what they have learned. Students created a character portrait from the book they read, Sythe. Ella's image has similarities to other Scythe images, but it is completely unique in her representation. Chino is illustrating each chapter of the book he is reading, Harry Potter. The freedom in choice and individual learning pace, allows Lukas to be in a completely different book, Divergent. Though in the same class, they are progressing as individuals.

Falcon News



Lukas working ahead in English class.



Chino has really been getting in touch with his magical side; he's reading Harry Potter and the Prisoner of Azkaban.

Microbusiness

A plan that started last fall has come to fruition. Tulips potted in the fall, forced in the greenhouse and flowering beautifully are now available for donation. A suggested donation of ten dollars gets you an early dose of spring joy. These tulips are perennial and if planted outside after flowers have the potential to come back year after year. Though they are not native, they are not invasive. They serve an important function as a nectar source for early pollinators. They also store nutrients in their bulbs.

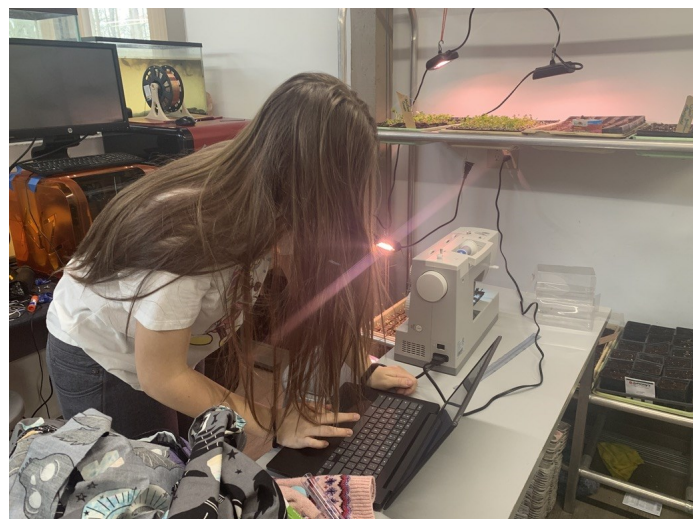
The proceeds will support the expanding native plant nursery run by Erdkinder students. Currently being referred to as Our Earth Nursery this is a collaborative effort by students of all interests and ages. We hope to offer native edibles like Paw Paw, Serviceberry and Elderberry and maybe some non native favorites like raspberries and strawberries.



Damirah focuses on her new jewelry making project.



Zane, Bo, Spider-Man (aka Roy), and Brandon working outside.

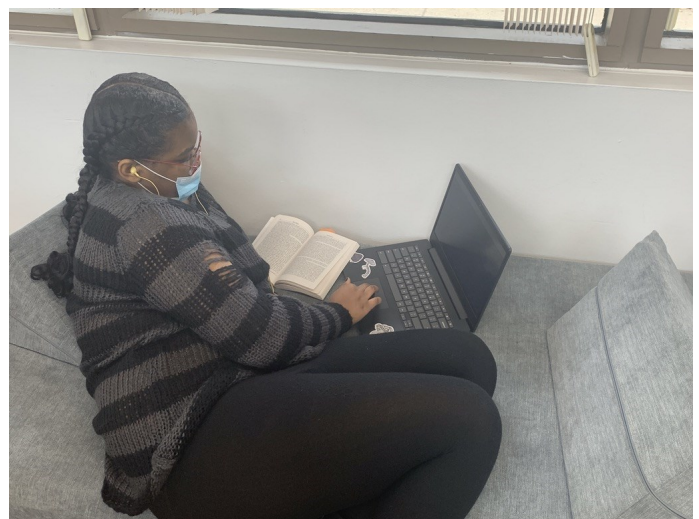


Alex is challenging herself by making a dress in sewing class/
Micro Business.

Wing News



Sanaa received a donation for her first independent art piece.



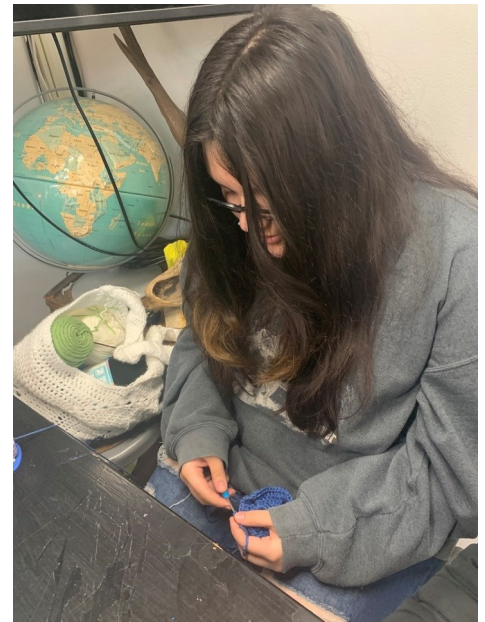
Sasha is working through her Frankenstein assignments.



Lilianna experimenting with watercolors



Mayeli's crochet work



Mayeli learning how to crochet



Willie making a beaded bracelet for
Micro Business



Wyatt mans the Tulip
Sate and other items
created by NM stu-
dents as part of their
Microbusiness ven-
tures.



Ring made by Mayeli

