



Nightingale Notes

September 2019

October

- 2** Picture Day - Portraits
- 4 Owl Farm Day
- 7 Eagle Bookmobile Day
- 11 Eagle Farm Day
- 13** NM Annual Picnic
CJ Brown Reservoir
- 14 Eagle Bookmobile Day
- 18** No School
- 21-25 Wing Explore Week
- 21 Eagle Bookmobile Day
- 24 Owl Parent Showcase
- 25** End of Quarter
- Owl Farm Day
- 28-1 Falcon Explore Week



Chad Yonts, Desirae Tyree, Seth Kissell, Austin King and Jonathan Hannah

2019 Graduation



Teachers; Jewell Hall, Andrew Hahn and Brian McWhorter



Seth Kissell speaks to his NM community

Thank You!

Thank you to all that supported our **Chipotle fundraiser**. We raised \$130. Albeit a small amount of money, it was a tremendous opportunity for community and to connect with fellow **NM families!**

Thank you to all **NM families** that contributed to our copy paper, construction paper, cardstock and Kleenex supplies!

Thank you, Kristi, mother of **Owl, Keith** for several drop-offs of binders in various sizes. They went fast and many teachers and students are grateful.

Thank you to the **Clark County Literacy Center** for a donation of many school supplies.

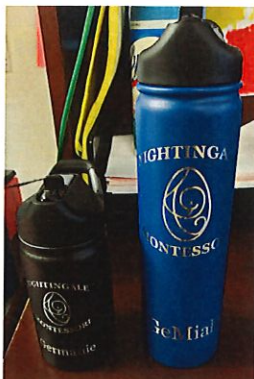
Thank you to the **Jim and April Wasinger**, parents of **Wing, Emma**, for the donation of many books and fish tanks.



Individual Portraits
Wednesday, October 3rd



The 2018-2019 NM Yearbook is coming soon!



Order your personalized NM water bottle—only \$12!

Raise Money Effortlessly When you Shop!

amazonsmile
You shop. Amazon gives.

Go to smile.amazon.com

Create your own Smile Account and Search for your Charitable Organization - Find us! We are Nightingale Montessori Inc.

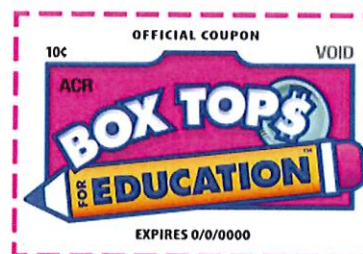
Every time you shop on Amazon - log into smile.amazon.com (all of your regular Amazon information automatically transfers) and your purchases will directly make a donation to us. Even after you have shopped on Amazon and you then remember, "oh, Smile.Amazon" you can sign into your smile.amazon.com account and your purchases will still be in the cart.



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- Sign in online to your Kroger Account
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- Choose us to help raise funds for our school!



The Next Generation of Box Tops Is Here!

Box Tops is changing to fit today's families. The new and improved Box tops mobile app uses state-of-the-art technology to scan your store receipt, find participating

products and instantly add Box tops to your school's earnings online.

- Redeem anywhere, anytime within 14 days of purchase
- Easier than clipping or sending Box Tops to school
- Our school's earnings are automatically updated online

All School News

NM FUN-RAISER FAMILY PICNIC

DETAILS

WHEN: Sunday, October 13, 2019

WHERE: CJ Brown Dam and Reservoir
Meadow View Picnic Shelter

TIME: 1:00 - 4:00 pm

2:30 Chickadee and Eagle Performance

3:00 Games Commence

- * Fresh Squeezed OJ by Hummingbirds!
- * Bottled Bubbles by Chickadees!
- * Bottled Honey by Owls!
- * Lip Balm by Owls!
- * Face-painting by Owls & Wings!
- * Greenhouse Trees for Sale by Falcons!
- * Wood-Working Orders by Wings!

NM FAMILY GAMES:

CHINNY-WINNY THREE-LEGGED RACE
PIGGY BACK BALL AND SPOON

HOW TO PLAY THE GAMES:

Try to make it from your starting team banner, around the opposite banner of the same color and back with the "game" obstacle. As soon as you run your lap sit down. The first team with all players sitting wins. Students will have practiced at school and will be happy to teach you at the picnic!

SCHOOL SHIRTS

WE WILL HAVE SCHOOL SHIRTS AT THE PICNIC!

Please wear your Nightingale Montessori shirt or a shirt representing the color of your birth month.

WHITE- December, January, February

GREEN- March, April, May

BLUE- June, July, August

ORANGE- September, October, November

**Bring dollars to buy \$1.00 ticket
rolls for student products!**

POTLUCK

This event is potluck, please bring the following to share based on the first letter of your last name.

- | | |
|--------------|-----------------------|
| A - G | Dessert |
| H - N | Side Dish |
| O - V | Casserole / Main Dish |
| V - Z | Fruit/Veggie or Salad |

Please bring your own drink and picnic ware (plates, silverware, cups, and napkins) so that we may promote our collective value of leaving behind a small trash footprint! Also, bring a blanket or some chairs for your family.



First Eagle Farm Day

The Eagle group was very calm and low key, but did seem glad to be here. Many of them had been here as Chickadees so it was nice to see them again. We did chores, and helped feed goats and chickens. Brayden was especially interested in petting chickens and even managed to pick one up. We have a big pile of stone dust waiting to get spread around the barn, and that was great fun to play in. They ran around the pasture with the goats for a little bit, then we headed off on our tour. We saw the beehive and the garden, then went to the creek, the woods and the soybean field. Tim talked to them a little bit about the bridge project, then we learned where all the boundaries are. They played in the creek for a while, then I took a group to extract honey. I'm pretty sure they all got a turn. Brayden was especially interested. Lilly May was especially good at scraping just enough wax off with the decapping fork, and not damaging the comb underneath. That takes some coordination and isn't easy. Evan really loved spinning the extractor. Of course there was a lot of tasting going on too. Tim had some folks measuring and marking wood to cut for the bridge. Lisa said Romeo was most interested, and others got drawn back to the stone dust pile. By the time we finished decapping and spinning a box of honey it was lunch time. Evan did a nice job leading the meeting. Brayden and Collin wanted to return to the honey and work on putting it in jars, so we did that while most of the others wanted to go back to the creek. I'm sure it felt good on such a hot day. They changed, cleaned up and headed back to school. I'm pretty sure they all had a good time.

First Owl Farm Day

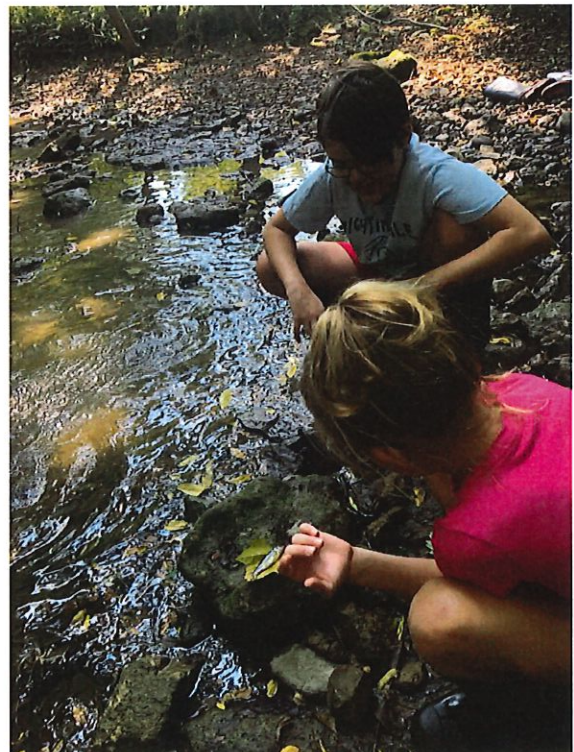
It was a perfect fall day weather wise. We did our chores. The mix of three new students and the rest of the folks who had been here at least once before was nice. We fed the goats and let them out. The kids ran around in the pasture with them for a little bit. Iris and Sasha took care of the chickens. We took a tour around the house and garden, then down to the creek and into the woods. We saw the soybean field and the swinging vine. They played in the creek a little bit, then we divided up into small groups for our projects for the day. Stephanie had apple pickers, Tim had a group cutting wood for the bridge in front of the barn, and I had people extracting honey. I knew there weren't many apples this year, so the first group got them all, but I think everyone got to rotate through the other two activities. I know they all worked on honey. The people who had already extracted were down at the creek and we got done in time to join them briefly, then everyone had to come back and change. Fridays are short, but that we did a lot and they were tired.



Devyn and Olympia on the gravel pile.



Brayden gets to know the chickens.



Eliza and Iris explore the creek bed.

Gourmet Grub Is Back in Business!

For families that are new to Nightingale, students of all ages are invited to participate in our Kitchen and Garden Programs daily. Students learn valuable life skills. We prepare food, participate in harvesting and incorporate our school grown produce and herbs into our meals. Between our gardens at High Street and our beautiful greenhouse at our new campus, 2525 N Limestone Street, children are surrounded by an abundance of produce and beautiful settings. We have been busy collecting sage, basil and garlic. We are learning a variety of preservation techniques so we can utilize our spices throughout the school year.



Yahir and Aliya work with mortar and pestles.

Gourmet Grub



Sasha shucks corn.



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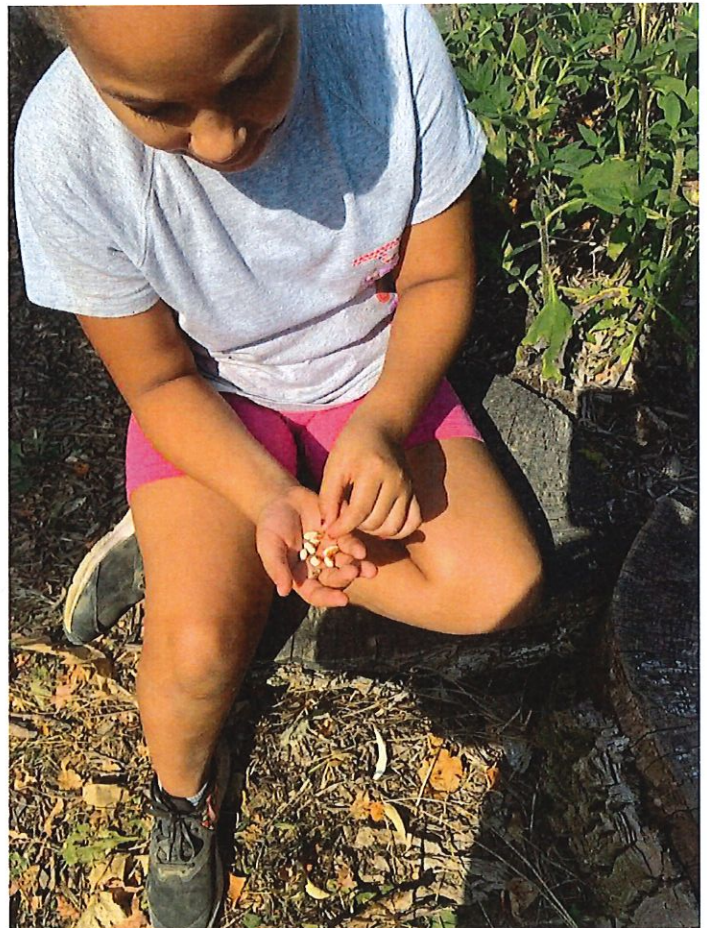
Downloads



Everyone

Install

Wonder what is for breakfast and lunch? Just install the Nutrislice App and locate Nightingale Montessori on your phone or Google us at nightingalemontessori.nutrislice.com



Aliya gathers seeds for future planting.

The Development of Language

"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 storytime 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.

Our range of books recently increased due to a very generous donation from the family of **Hummingbirds Annie and Charlie Guest**. The **Guest** family gifted the **Hummingbird** environment with several new books. The toddlers have enjoyed these new books immensely! The **Hummingbird** class would like to send a huge THANK YOU to the **Guest** family!

Outdoor Education

"There must be a provision for the child to have contact with nature; to understand and appreciate the order, the harmony and the beauty in nature."

-Maria Montessori

This belief is a core value of **NM**. We love to utilize our outdoor environments to allow the children to explore. This is

no different for our **Hummingbirds**. As the weather continues to get colder, we will still be utilizing outdoor education. Having good outdoor clothing is part of a prepared environment. Please make sure your child has weather appropriate clothing labeled with his/her name. As the weather gets colder, it will be important to exchange the extra clothing they have in their bins with warmer options. Once warmer clothing has been provided for your child, we will send home any items they currently have that will soon be out of season.

Our New Hummingbirds



Germanie



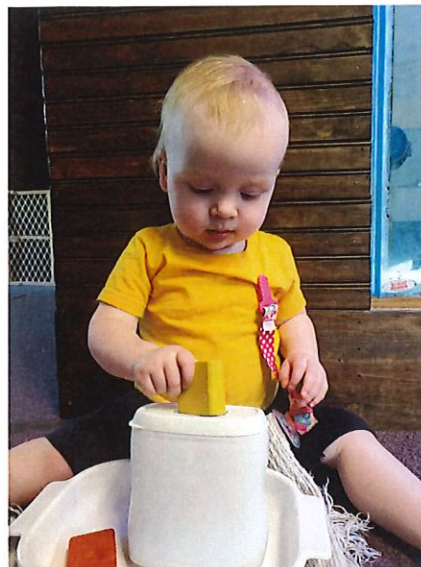
Vivian

The **Hummingbirds** welcomed two new students at the beginning of this school year, **Germanie May** and **Vivian Shorts**. **Germanie** is the granddaughter of **Guyia Wilson**, **NM's** director of business services. **Vivian** is a first generation **NM** student. We welcome these young ladies to our **NM** family and look forward to continuing to work with them!

Our Hummingbird team would like to welcome **Fran Malone**, parent of **Falcon**, **Carson**, **Owl**, **Eleni**, and **Chickadee**, **Marianna**, and **Diana Taylor**, grandmother of **Wing**, **Gabriel**, and **Falcon**, **GeMiah**, great grandmother of **Hummingbird**, **Germanie**, and mother of **Guyia**, our business office administrator.



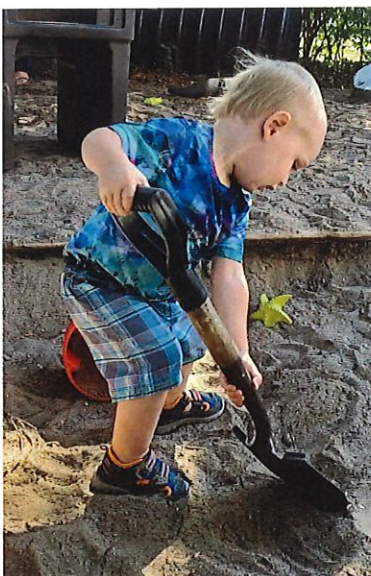
Annie practices scooping and pouring.



Rosie works with the coin box.



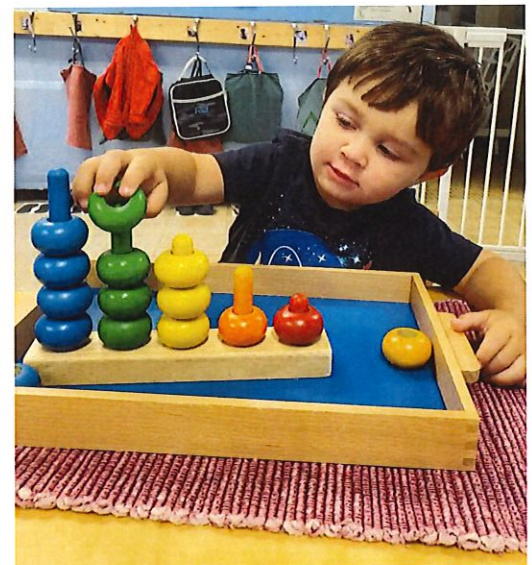
Alivia transfers apples using tongs.



Felix digs with a shovel.



Callie places clothes pegs onto a rim.



Reznor places beads onto rods according to color.



Charlie sorts objects by color.



Paxton sorts objects by concept.



Hazel places disc on a vertical rod.

Working on Social Skills

We are noticing that one of the social skills that seem to need our most immediate help with Chickadees is the impression that they feel entitled to have anything they want whenever they want it, just because they are adorable! How did the supreme rule penetrate their sense of justice?

Of course as babies they received exactly what they needed before they even knew themselves that they wanted to be dry, fed, to sleep or be entertained. They certainly noticed that their every wish was always met with an eager rush to please them. They were applauded for every expression of joy and comforted if sad. They were adored and given credit for each feature of resemblance to another family member past or present. They were easily distracted from anything not appropriate and excused from unbecoming behavior as simply expected of the very young - often even considered cute.

Unconditional love and respect intersects with empathy for others and independent responsibility. While the notion of sharing is a common bridge our culture uses to help preschoolers cross the divide from the infant's world, it was not the preferred choice of Montessori. Instead of turn taking with an item, accomplishment of the greater good was by helping the child to be more independent through discovery of his capabilities.

If done right, the need to be the center of attention does not morph into a demand to be watched for an achievement. The new independence does not need to be motivated by hearing "good job" from the helper. Instead, the recognition of the capacity for child competence is quietly acknowledged before the child attempt and after the triumph. The mile stones are then platforms for the next unaided achievements. Self - esteem builds the powerful engine of self - motivation. No other awards will be traded to boost the self starter. They may actually confuse and distract a child grasping for independence. If children are dependent on the praise of others, then the others must be controlled to give them whatever is perceived to be a need. Tantrums of all descriptions are employed for this purpose.

The children's own power is only confirmed when they can become their own source of support and giver of it to others. The Montessori discovered inborn trait we use to learn is the desire for independence. The child has another inborn trait, discovered just as powerful, called the Absorbent Mind. The parent is given charge of what is best for the child which is then absorbed as both the way and the reason the child is to behave in every situation toward everyone. If the parent shows confidence in the child's abilities, so

the child will be confident. The arena for confidence is provided by both suggestions of what is possible and establishing the conditions for success. This could describe the Montessori environment and optimally, the Montessori home! The parent and teacher can influence learning by creating conditions for self motivation and caring for community.



Skye and Leo folding laundry.

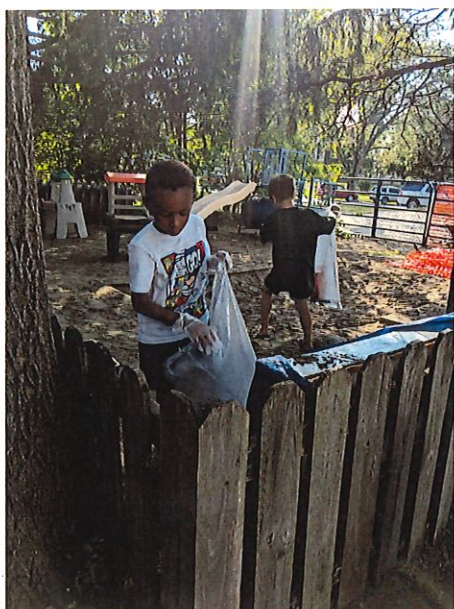


Rosie paints relay poles to get ready for NM picnic

Chickadees Preparing for the Picnic

The Chickadee class is preparing with excitement through the month of September for the school picnic. The kids have been busy sprucing up the flag poles used in the relay games. With the help of Katrina they have been experimenting with formulas for homemade bubbles. They think they have found the perfect combination and will be filling bottles and hand making bubble blowers to be available as part of the fundraiser at the picnic. Dollar tickets will be tokens of your donations for student made products.

Merry and Natalie



Tristan



Oliver



Marcel



Kennedy W



Athena



Sevynn

Reading at Home

When we speak with parents about their child, they often wonder about their reading and how they can help at home. Of course, this is an individual basis of where your child might be on the reading development spectrum, but we hope these tips can be of use to you. We would love to conference with you and provide more specifics about your child.

1) Library trips

A weekly trip to the library is one of the best ways to engage your child with reading. There are lots of fun (and free!) programs for your child to do at the library too! They have enticing computer games that are very inviting to children too, but we suggest having a healthy balance between book seeking and computer playing. We recommend that you let your child always leave the library with a few books. Depending on your child's reading level, it might be books that they read to themselves, or it might be books they would love to hear you read to them! Routinely visiting the library (and even picking out books for yourself!) is the best way to encourage a young child to read, because they will notice you find it important.

2) Read with your child every night

Reading should be a daily occurrence in a household. There is so much research that supports this and has been made clear for several decades. Even if your child is seven and this has not been an established routine yet, it is not too late to change the game! You can speak with your child and discuss that new habits are good to form and you have been thinking a daily reading time would be important for your family now. We can assure you that your child has a designated reading time at school and are participating, so we can't imagine they would find this new plan unbearable!

3) Have your child witness *you reading for yourself*

This is a very important observation that a child, young and older will make. Is my family reading for themselves, or just books to me? They want to know the real-life application to why they should be encouraged to read. If you find books that interest you- fiction, nonfiction, anything- they will feel so supported to see this as a value or a positive outlet for their time. If you're not sure where to start or what kind of books interest you, talk to a librarian or take an online book quiz! Maybe even participate in a book challenge to keep you on track to reading every day!

4) Don't worry about their reading level

One of the biggest concerns we see is when parents start to worry about their child's reading level, or whether they are "grade level." This becomes burdensome for the child- even when you mean well! We recommend not blindly walking into the library and encouraging your beginning reader to "read level one books,"

because this might not be developmentally appropriate to what they are reading in school. Please conference with us before you make it your mission to challenge your child to reading at home! We are here to help and provide support for how you can help them at home.

5) Feel free to utilize our Lexia Core service

In the Eagles, we provide students the opportunity to use Lexia Core 5 at school. Each student is only allowed to choose this work for thirty minutes once a day. If you would like to provide this opportunity at home, we can help you set this up! You will just need our school login and your individual child's username and password. We recommend being as hands off as you can, because the program will do re-teaching as necessary, as many times as it takes to reinforce the concepts. You want your child to demonstrate mastery for themselves and not feel reliant on you!



Welcome!

We would like to welcome **Ashley Dennis** to the Eagle team. Ashley comes with previous experience in Springfield City Schools. She has been a wonderful addition in teaching Geography, Science, and Physical Education. She is the parent of Eagle, **Kenley Dennis**.

Hi there! My name is **Katy Wade** and I am a new addition to the Montessori team. I will be working with the Falcons and Owls as an intervention specialist, teaching math. Both of my children attend Nightingale as a Hummingbird and Chickadee. Kennedy is 4 years and Felix is 22 months old. My husband and I met 8 years ago while on active duty in the Air Force in Alaska. We are both now in the Air National Guard here in Springfield. Our family enjoys being outdoors as we spend much of our time fishing and around a campfire. As this is my first year teaching, I presume there will be many challenges and a ton of growth. Despite these anticipated challenges, I'm excited to witness the victories, support pickups from the setbacks, and enjoy getting to know these little bird types.



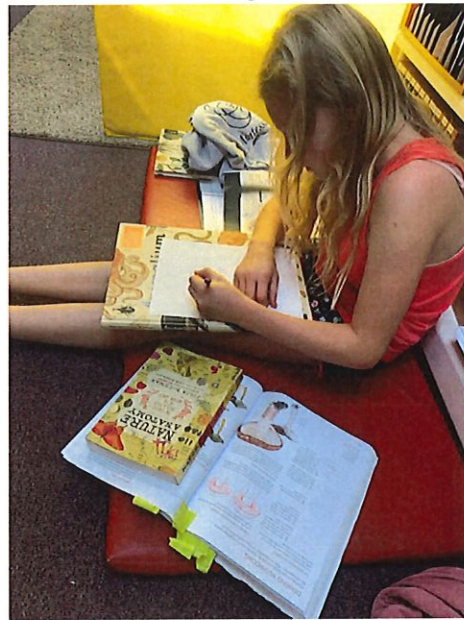
Chino working with the water cycle mat and Yahir Matching Biome Stories.



Braum and Tucker cutting leaf shapes.

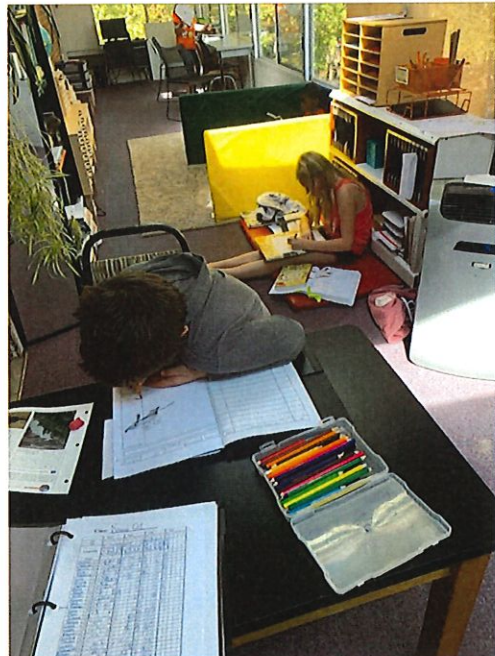


Ladainian, Tucker, and Eliza working on Nomenclature in Science.



KyLynn drawing the Decomposer of a Food Web.

Owl News



Nick working on The Living Planet Lab and KyLynn drawing a food pyramid.



Braum and Luke working on The Living Planet Lab.

The Falcon Fall Field study was focused on Service Work

The Falcon Fall Field Study was focused on service work. Students got the chance to participate in three different, local service projects. Service allows students to assume different roles and embrace varied perspectives. Montessori says, **"Development is a series of rebirths,"** (The Absorbent Mind pg 17). The adolescent needs their work to have deep meaning and purpose. When students connect with their work, their eyes and hearts can be opened and this is what facilitates a rebirth. Students worked at **Crossover of Dayton**, helping English language learners, at the **Clifton Gorge** removing invasive honeysuckle and at the **Antioch Farm** expanding a food forest the university has planted. We also examined how it felt to be served by visiting the public library and the **Dayton International Peace Museum**.

Local service work was the key component for Falcons. Coretta Scott King said, **"The greatness of a community is most accurately measured by the compassionate actions of its members."** We want our students to be a part of the communities in which they live. Yes, we have a very mobile population, but that is why community immersion is even more essential. Students can take their sense of responsibility and community with them wherever they go in life. The community *is its members*.

In addition to service work, utilizing socratic seminar is essential for adolescents ethical and analytical development. Economics go up and down. People are moving in and out. Trees are being planted and cut down. Montessori also speaks to the Erdkinder group saying, **"Adaptability – this is the most essential quality; for the progress of the world is continually opening new careers, and at the same time closing or revolutionizing the traditional types of employment"**. Teaching resilience and adaptability as a concept is challenging. Having students go out and work in various organizations provides them the opportunity to flex their skills, be pushed slightly out of their comfort zone and accept adaptability naturally. For many students, it was hard to serve but service and charity are things that are self promoting. Students found they were growing from serving and even derived a little joy.

The students read various texts that look at the idea of service from three different perspectives. The goal was that students could see that not everyone will experience the same feeling from service nor do they have the same motivations. Dr. Martin Luther King Jr. discusses the fact that service does not need to be a humbling experience, that the greatest among us will be a servant. He is elevating the position of servant. He explains that there are not special intellectual skills required, anyone can do it, if they are willing. Montessori says, **"The world is partly in a state of disintegration and partly in a state of reconstruction"** (From Childhood to Adolescence 60). Students can choose to be part of the reconstruction and Dr. King allows a space for anyone to contribute.

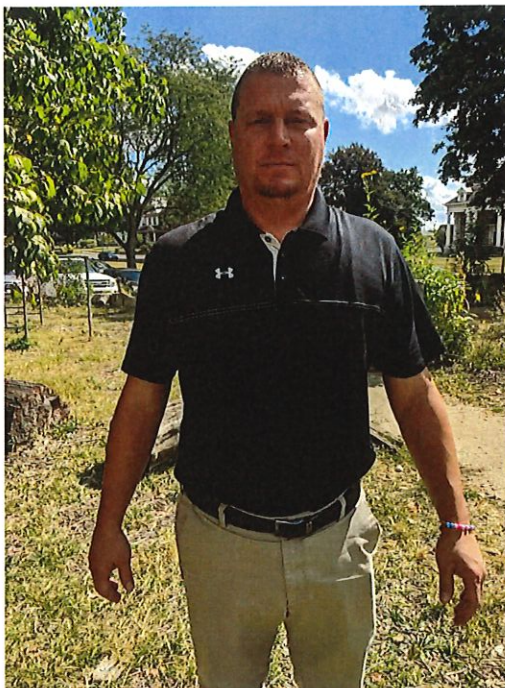
The second excerpt is from a Bob Dylan song. Mr. Dylan states that whether you choose to or not, you are going to serve somebody. The larger context being, CHOOSE. If you will serve no matter what, be an active participant in what and who you will dedicate your life's energy toward. Students can learn they have the power to get to know what their inner

voices are saying and find their cosmic task in this world. Montessori says, **"The chief symptom of adolescence is a store of expectation, a tendency toward creative work and a need for the strengthening of self-confidence,"** (From Childhood to Adolescence 63). Service furnishes a platform for growing self confidence.

By the time of adolescent Montessori says, **"An inner change has taken place, but nature is quite logical in arousing now in the child not only a hunger for knowledge and understanding, but a claim to mental independence, a desire to distinguish good from evil by his own powers, and to resent limitation by arbitrary authority. In the field of morality, the child now stands in need of his own inner light."** (To Educate the Human Potential 4) The third perspective brought forward in the seminar is from Mahatma Gandhi. Gandhi said that serving can benefit the server, **"The best way to find yourself is by serving others."** The selfish, self identity of a child develops in adolescence to seeing themselves in the context of the larger social role. It is an interesting premise that Gandhi puts forward, letting go of yourself in order to see yourself. The larger goal of the field study was to empower students to their cosmic task; help them to see the niches they will fill in our larger society. We have to start by building a community in our classroom. Students are still learning of the power they have as individuals and how it is magnified when we work together as a community. **"The child is endowed with unknown powers, which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities** (Absorbent mind pg 4).

Please Welcome Jacob!

Jacob Dibert, former NM student (1983-1989), and former NM parent, has joined our team as an Intervention Specialist. He will be working with Owl and Falcon students.



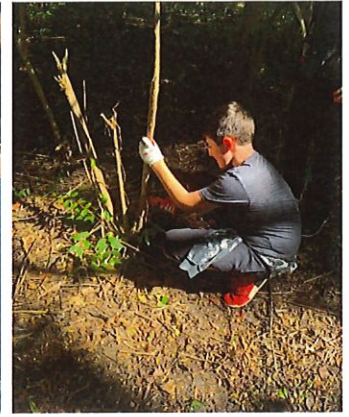
Falcon News

Collaborative Art Project

Art is everywhere in a Montessori classroom. The thoughtful preparation of the environment includes the aesthetics of the furniture, work, materials, supplies, books, plants, specimens, and classical pieces of art. Montessori education is a balance between a completely individualized education within a cohesive and cooperative community of learners. Falcons are examining this balance between self and society by completing a large piece of collaborative art. **Pablo Picasso and Gjon Mili: Drawing with Pure Light or Marcel Duchamp and Man Ray Or Jasper Johns and Robert Rauschenberg Or Andy Warhol and Jean-Michel Basquiat. These collaborations are built on trust.**



Michelle Comer, Naturalist
at Clifton Gorge.



Dominic in search of
procuring a roasting stick.



Collaborative Art Classes.



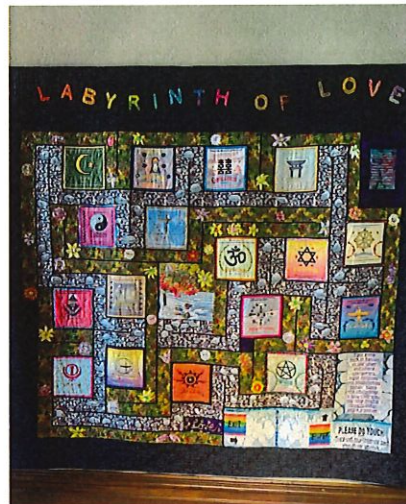
A day of tree planting, helping refugees.



Falcons stand in solidarity ready to take on the challenge.



Clifton Gorge Nature Center.



Story telling on a quilt at the Day-
ton Peace Museum.



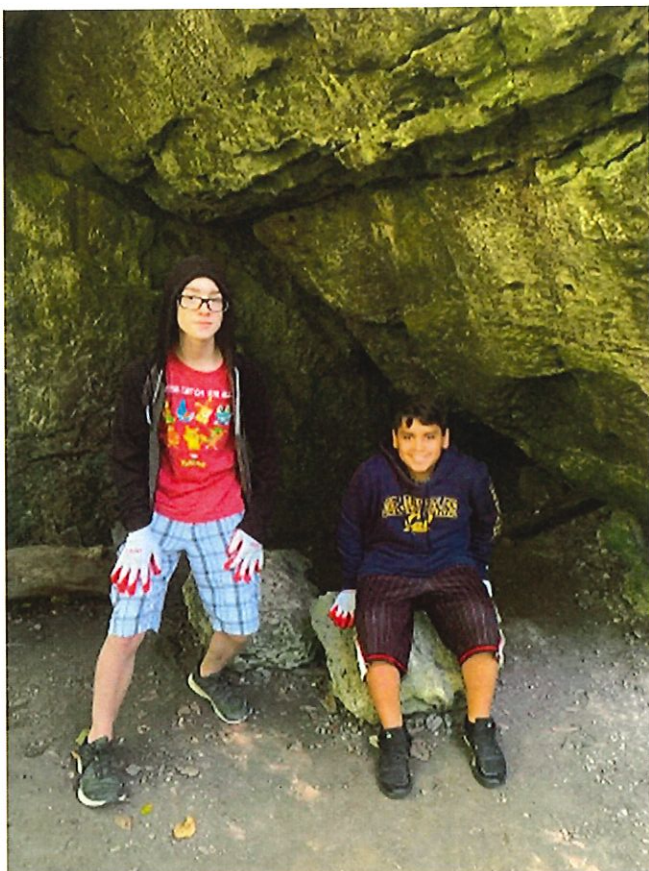
Dustin H. Removing Honeysuckle
at Clifton Gorge.

Sarah Bullwinkel, mother of Eagle, River and Chickadee, Skye, has joined to Falcon team for English and Language Arts.



Falcons working as a team

"I am so excited to officially join the Nightingale Montessori family! I was able to do a small book club last year with the Falcons and I really enjoyed it; I'm honored to be able to come back this year and work with all of the Falcons! I am simultaneously teaching freshman and sophomore writing classes at the University of Cincinnati, and working on my own academic pursuits in writing my doctoral dissertation. I can't wait to work with you through some of my favorite books!



Carson and Malaki find a nice alcove for resting



Falcons discovering and looking at life in the woods

Living in Harmony

This year, the **Wings** are kicking off our first cycle of the year with the theme of harmony, and the timing has been perfect for meeting the current needs of our community. We have welcomed many new students and freshmen to our program, so everyone has had to adjust in order to achieve harmonious cooperation. We are also enjoying our serene and beautiful surroundings here at 2525 North Limestone, integrating the harmony of the natural world into our everyday work and interactions.

We began the year by assigning each new Wing a more experienced "wingman" partner to help them learn the procedures and expectations of being a Wing. In the first few days of school, wingman pairs did various classroom jobs and games together. Now that we are a few weeks in, most procedures have been learned, but the newest Wings still have someone they can turn to when questions arise.

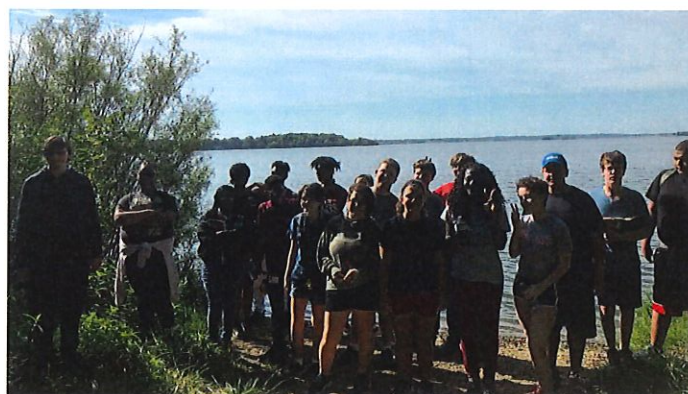
Another way that we are applying the theme of harmony to the classroom is by incorporating music into our daily meetings and thematic activities. Students are encouraged to share songs that inspire them, that we all reflect on as a community at the beginning of the day. Students are also using music to analyze Kohlberg's levels of moral development, matching the lyrics of a favorite song with one of the levels of moral reasoning, and sharing their interpretations with the class. Students have been enjoying discussing and listening to music with one another, and it has proven to be an excellent way of getting to know each other better.

In their academic coursework, the theme of harmony is being used to study the formation of government systems, the interrelatedness of the physical laws of the universe, the struggle between individual and group freedoms in the novel, *The Scarlet Letter*, and the various ways that living things cooperate in ecology. Even in the midst of a lot of change, the **Wings** have so far risen to the occasion of working together harmoniously to accomplish academic and personal goals.

Student-Teacher from Wright State

My name is Chloe, and I am delighted to be student-teaching at Nightingale this Fall. I have had a strong interest in Montessori education ever since I learned of it early in my undergraduate studies. I am looking forward to learning from and teaching with this welcoming and dedicated team of educators at Nightingale Montessori.

During this fall semester, I will be student-teaching with Brian in Wings ELA. I will also be working with Falcons and Owls on reading skills. In the Wings ELA class, we are starting the year with reading one of the classics, *The Scarlet Letter*. I am excited to bring my passion for helping students build reading and writing skills to our study of the beautiful language in this novel. Already, the Nightingale community has made me feel welcome here, and I'm happy to be a part of it this Fall!



Wings on first week hike at Reservoir.



Wings working on the Pikler Triangle for the Hummingbird classroom

Greenhouse Microbusiness

The Wing microbusiness is proud to be back in full swing preparing old and new products for sale. The goal of the microbusiness class is to allow students to experiment with developing products to sell across our community from a variety of categories that will help to fund exciting opportunities like our end of the year class trip. Our biggest projects last year were the sale of student made benches, and student grown trees, shrubs and other plants from our greenhouse. Through our sales last year the wing microbusiness was able to donate over \$1000 to lower the cost of our class trip to northern Michigan.

This year, with many new students joining our class we are introducing more products with the goal of allowing students to experiment with what it takes to bring an idea to fruition and offer something of value for sale.

This year, students will be offering homemade candles, lip gloss and balm, personalized signs/plaques. The students are excited to help stock the holiday gift shop with many microbusiness projects this year. We will also continue to sell plants and trees from our greenhouse and take orders for benches. We have also completed and sold two pikler triangles which are a sturdy triangular ladder developed for toddlers to learn to experiment with climbing and other physical movements.

A new experiment that we are beginning is having a Wednesday sale at the wing building that is open to the public. We will be selling our products there and we are also taking donations of items of value that need a new home or need some TLC before being able to find one. Examples of these items would be quality hand tools and yard tools or handmade goods. Through these sales we hope to instill the value of recycling and reuse in our community.

If you are interested in placing an order for a bench of custom size (they were ordered last year to be coffee tables, entrance tables, benches and plant stands), please contact us.



Custom end table built by microbusiness.



Jayla, Kai and Emma preparing sign boards.



Aidan prepares a new bench.



Josh uses planer to prepare lumber for a bookshelf project.



Liam using miter saw.