

# Sunrise Montessori School Newsletter

Volume 33 Issue 7

February 2012



## Birthdays

Michael Wolcott	2-01	Christopher Fendell	2-16
Wesley Bond	2-02	Joshua Avelino	2-20
Braxton Younger	2-06	Lane McLellen	2-21
Maya Mircic	2-09	Zoey Stryker	2-22
Seth McLellen	2-12	Symantha Tilson	2-27
Keena Haven	2-13		

For the preschool and kindergarten classes, please send in your child's picture for each year of his life, either on his birthday or on the school day closest to the birthday and we will have a special birthday ceremony at school. Each child will receive their own birthday crown. The elementary students need to bring in photos they can use to create a birthday book. These will not be returned. Scanned/color copies are OK. PLEASE do not send in special birthday snacks or treats.



## Elementary Happenings

The elementary students will be studying dental health, Groundhog Day, President's Day, and Valentine's Day. The 1<sup>st</sup> & 2<sup>nd</sup> years will also study the heart, George Washington, Abraham Lincoln, Antarctica, money, measurement, the writing process, magnets, simple machines, and writing poetry. The 3<sup>rd</sup> years will also study Antarctica, the heart, presidents, clock of eras, kingdoms of life, states of matter, paragraph writing, writing autobiographies, and volcano research.

4<sup>th</sup> and 5<sup>th</sup> years will also study systems of the body, fungus kingdom of life, presidents, Greeks and Romans, research of an artist, area of circles, polygons and triangles, reading & writing poetry, writing paragraphs (narrative, descriptive, expository), and literary devices of imagery, simile, metaphor, personification. The elementary class will start Time Cat by Lloyd Alexander.



## Toddler Happenings

In February, the toddlers will be talking about love, caring for one another, sharing, valentines, and children of the world.



## Preschool & Kindergarten Happenings

During the month of February, the preschool and Kindergarten will be studying the zoology, Africa, dental health, and Valentine's Day.



## Physical Education

In February, the preschool and kindergarten children will be doing motor skills and strength exercises, skipping, galloping, hopping, one legged stand, walking backwards, chin-ups, sit-ups, push-ups, jump rope, wheelbarrow races, and jumping on the trampoline. The elementary students will do gymnastics, leap frog, trampoline, high & long jump, and street hockey with tennis balls.

**PLEASE remember to have your child wear tennis shoes and comfortable clothes on their PE day. PE days have changed and are listed on the monthly calendar.**





## Art

**Kindergarten:** intro to primary and secondary colors in an animal drawing

The elementary students are studying the following in art:

**First Years:** Art history- intro to Aegean Art.

Creating Art- intro to form with rhythm in a pottery sculpture

**Second Years:** Art history- intro to Medieval Art

Creating Art- oil pastel building window using value & contrast

**Third Years:** Art history- continuing Italian Renaissance Art & artists

Creating Art- watercolor cityscape using value and rhythm

**Fourth, Fifth and Sixth Years:** Creating Art: Finishing landscape collage using value and contrast and starting functional clay form using unity with textures.



## Classroom Needs



### South Toddler:

- ♥ Valentine stickers

### South Preschool & Kindergarten:

- ♥ valentine stickers
- ♥ shaving cream (unscented)
- ♥ bananas
- ♥ play-dough

### North Preschool & Kindergarten

- ♥ African pattern fabric
- ♥ trampoline
- ♥ wood or wooden-like buttons
- ♥ Origami Paper (Variety of colors)
- ♥ Card Stock (earth tones or African patterns)

### Elementary:

- ♥ lemons, grapefruit
- ♥ Valentine stickers
- ♥ 2 or 3 lb. coffee cans
- ♥ Playground balls and sand equipment
- ♥ Gel pens



## Kindergarten Art

The kindergarten class at the north campus will be participating in art this month with Betty Jo on Monday, February 6<sup>th</sup>. The south campus kindergarten will join Betty Jo on Wednesday, February 8<sup>th</sup>.



## PSG February Meeting

The Parent Support Group will hold the February meeting at 6:00 PM on Wednesday, February 8<sup>th</sup>, at the south campus. Childcare will be provided. Please get involved with the decisions and events that take place throughout the year. The PSG hosts events which raise funds for our children's education as well as bringing all of our families together.



## Cooking Day

On Thursday, February 9<sup>th</sup> the north and south kindergarten classes will participate in their monthly cooking experience.



## The Drum Man of Africa

Samuel Anderson, the Drum Man of Africa, will visit the south campus on Monday, February 13<sup>th</sup> and he will visit the north campus Tuesday, February 14<sup>th</sup>. He will present a musical interpretation of Africa using drums indigenous to Africa. The children will get an opportunity to play the drums!



## Valentine's Day

Valentine's Day will be celebrated on Tuesday, February 14<sup>th</sup> and will be a regular school day. The children will have a special celebration and Valentine treat in class! The following parents have volunteered on their parent helper form to bring in a special snack for the children on this day.

Class	Chairperson
Toddler South	Lisa Struck
Preschool South	Andrea Pratt
Kindergarten South	Alyssa Eisele
Toddler North	Rachel Schepemaker
Preschool North	Sarah Vinagro
Kindergarten North	Tamara Edgin
Elementary	Barb Bajpai





## Valentine Cards

The easiest way for the preschoolers and toddlers to pass out their valentines is to put your child's name only on the **back** of the valentine and leave the envelope blank. We can then help the children put their valentines in the boxes without having to worry about names on the envelopes. This makes it more successful and less frustrating for your children. Thanks! Also, please encourage your child to do as much as she can by herself. **PLEASE, DO NOT PUT CANDY OR TREATS ON THE VALENTINES!!**

Please send in the following amount of valentines:

<b>Toddler North</b>	<b>6</b>	<b>Toddler South</b>	<b>11</b>
<b>Preschool North</b>	<b>25</b>	<b>Preschool South</b>	<b>21</b>

The elementary and kindergarten children enjoy writing their friends' names on the envelopes.

The kindergarten children at the south campus are:

Joshua Avelino Tristan Beckstead Aspyn Duran Sadie Eisele	Reghan Sammis Jackson Sims Michael Wolcott Claire Xu
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The kindergarten children at the north campus are:

Evan Beebe Noah Edgin Madelyn Elwood Dillon Fifield Luke Jemmett Quinn Osborne	Bhavik Sabherwal Dominick Santalucia Wenyi Situ Taylor Vestal Dasan Yoder
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The elementary children at the north campus are:

Sareena Bajpai Gabriel Barrera Isabelle Barrera Jacob Barrera Colin Beebe Madison Beebe Ryan Beebe Dakota Brown Christopher Fendell Liliana Fendell Amanda Fitzhugh Kaitlyn Fortini Ava Gregolynskyj Isabelle Haven	Miracle Hubbard Mikayla Jemmett Jacob Knox Jonathan Knox Colin Lavigne Julia Lavigne Tommy Leonard Vijay Patel Connor Pfafman Giulia Pitruzzello Rhenn Prall Riley Sammis Cassidy Silliman Matthew Souder
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**Please send in your valentines by Wednesday, February 8<sup>th</sup>.**



## Valentines

Some children are allergic to various food items (red dye, dairy, nuts), so **REMEMBER PLEASE, PLEASE DO NOT PUT CANDY OR TREATS ON THE VALENTINES!!**



## Kindergarten Field Trip

The kindergarten classes will visit The Children's Museum of Phoenix on Thursday, February 16<sup>th</sup>. They will be taking a tour of the facility and exploring their imaginations! Please send your child with a sack lunch on this day. They will be leaving promptly at 9:00 AM. Please have your kindergarten student to school before 8:50 AM in order to use the restroom and have a snack before they leave.



## Drop Everything and Read Day (DEAR)

On Thursday, February 16<sup>th</sup>, the elementary class will celebrate Drop Everything and Read. This is a day of celebrating the pleasure of reading. The children can wear tasteful pajamas to school.

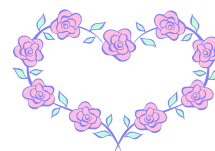


## February Parent Meetings

On Thursday, February 16<sup>th</sup>, we will have parent meetings for those children moving to another class in August of 2012. The teachers will give a short presentation. This is a good opportunity for you to ask questions about the program your child will be in next fall or any other questions you may have about the upcoming school year. The schedule is:

<b>Eligible elementary students</b>	<b>6:00 PM to 6:30 PM</b>
<b>Eligible kindergarten students (5 &amp; 6 years old)</b>	<b>6:30 PM to 7:00 PM</b>
<b>Eligible preschool students (3 &amp; 4 years old)</b>	<b>7:00 PM to 7:30 PM</b>

Please meet in the classroom of the class your child will enter in August. Please plan on attending!  
Parents from both campuses will meet at the south campus.





### Elementary Pizza Lunch

Elementary pizza lunch day is Friday, February 17<sup>th</sup>. If your child is participating in Pizza lunches they do NOT need to bring a lunch to school on that day. Pizza and juice will be served.



### President's Day

Monday, February 20<sup>th</sup>, is Presidents day. There will be no school and no Mother's Day Out in observance of President's Day.



Spring break begins on Tuesday, February 21<sup>st</sup>. School resumes on Monday, February 27<sup>th</sup>.



### Matsuri Festival

On Saturday & Sunday, February 25<sup>th</sup> & 26<sup>th</sup>, there will be a Japanese festival at Heritage Square on Monroe and 7<sup>th</sup> Street. It is from 10:00 AM to 5:00 PM and admission is free!



### Montessori Articles

Please find attached to this newsletter articles pertaining to the sensorial area of the Montessori classroom.



### Extra Clothes and Jackets

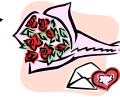


If your child comes home in extra clothes, please send in another set of extra clothes the next day.

Also, PLEASE put names in your children's jackets.



# Thank you!



To all the families who have donated items for the rummage sale  
To all the parents who have been donating coffee cans to the elementary class for their valentine containers

To Angie Casey for an art easel and treat bags for the elementary class and for coming in January to be our veterinarian guest speaker with her friend, Dr. Tom!

To the Bartel Family for food coloring, bananas, valentine stickers, tissue paper, & fabric for the south campus

To the Christensen Family for the Amaryllis Bull for the north campus preschool/ kindergarten class. The children cannot wait to watch it grow!

To the Davis Family for valentine stickers & foam shapes for the south campus

To the Desch Family for play dough for the south campus

To the Edgin Family for Valentine stickers, tissue paper, and decorations, fabric, a pencil sharpener, and extra clothes for the preschool/ kindergarten class at the north campus

To the Kagaemann Family for donating oranges to the north campus

To the McLellen Family for straws for the south campus

To Rachel Schepemaker for making the birthday crowns for the north campus

To Pam Silliman for providing food and helping to maintain the fish tank in the elementary class

To the Tavis Family for mittens for the north campus preschool class

To the Vestal Family for donating folders for the north campus

To Mary Vestal for helping with the north campus kindergarten cooking day

To the Vinagro Family for donating arts and crafts supplies to the north campus preschool

To the Wolcott Family for burlap for the south campus

To Angie Yoder for stickers for the kindergarten class at the north campus



### Sick Children

Children must stay home for 24 hours after a fever subsides.

If your child is sent home with a fever one day, they cannot return to school the next day. The fever must be gone for 24 hours before your child returns to school.





### General Mills Box Tops

Please keep saving the box tops and sending them in to the school. There is no minimum – we get cash no matter how many we send in! This is a great deal! Every box top counts!



### Heifer Project

Thanks for all of the coins pouring into the Heifer Project. Remember to send in spare change whenever you can! The children really enjoy putting the coins in the containers!



### Fry's Grocery Shopping

From the beginning of school until Christmas, the school has earned \$500 from using the Fry's card linked to our school. That is a lot of money and is easy to do! If you have not received a barcode to link your Fry's card to the school, please call the school office.



### Rummage Sale

On Sunday, February 12<sup>th</sup>, the Parent Support Group is holding a rummage sale of Kid's Stuff. This sale will only include things for children. We already have quite a few items, but we can always use more! This is a perfect time to sort through all the old things and replace them with the new Christmas presents. Please bring your items to the south campus. The rummage sale will be held from 7 AM to noon at the south campus. We hope to see you there to volunteer to set up, clean up, or sell, shop, give unneeded items, and support our parent group.



### Your Best Expressions of Love



- ♥ Love them enough to set firm yet reasonable limits.
- ♥ Love them enough to say no in a nice way.
- ♥ Love them enough to refuse their demands.
- ♥ Love them enough to let them make mistakes & learn from experience.
- ♥ Love them enough to expect them to do chores as a contribution to the family.
- ♥ Love them enough to make them earn the special things they want.
- ♥ Love them enough to expect them to treat you as well as you treat them.



### Loving Parents Raise Healthier Children

*Parental love is good for the heart. And intestines. And blood pressure. So concludes a 1996 study that examined how a young adult's perception of his parents' love affected his health later in life.*

*Linda G. Russek and Gary E. Schwartz, psychologists at the University of Arizona in Tucson, based their work on a 1950's survey of 126 male Harvard University undergrads who were asked to rate the "caring" they received from their parents.*

*Following up with participants 35 years later, Russek and Schwartz found that 82% of those who had given their parents low ratings had substantial illnesses, such as coronary artery disease and ulcers. Only 38% of the subjects who had given their parents high ratings had similarly serious ailments. Concludes Russek, "Our study confirmed that people from loving households are better equipped to deal with stress and thus have a greater chance of living a healthy life."*

*-- Parents Magazine, November 1996*

A bell is no bell 'til you ring it,  
A song is no song 'til you sing it,  
And love in your heart  
Wasn't put there to stay –  
Love isn't love  
'Til you give it away.  
-Oscar Hammerstein, *Sound of Music*, "You Are Sixteen (Reprise)"



## Kids on Love



All questions were answered by Kids 5 to 10 years old.

*What is the proper age to get married?*

"Eighty-four! Because at that age, you don't have to work anymore, and you can spend all your time loving each other in your bedroom."

-Judy, 8

*What do most people do on a date?*

"On the first date, they just tell each other lies and that usually gets them interested enough to go for a second date."

-Mike, 10

*When is it okay to kiss someone?*

"You should never kiss a girl unless you have enough bucks to buy her a big ring and her own VCR, 'cause she'll want to have videos of the wedding."

-Jim, 10

*The Great Debate: Is it better to be single or married?*

"It's better for girls to be single, but not for boys. Boys need somebody to clean up after them!"

-Lynette, 9

*Concerning why love happens between two particular people . . .*

No one is sure why it happens, but I heard it has something to do with how you smell. That's why perfume and deodorant are so popular.

-Jan, 9

"Once I'm done with kindergarten, I'm going to find me a wife."

-Tom, 5

"If falling in love is anything like learning how to spell, I don't want to do it. It takes too long."

-Leo, 7

"I'm not rushing into being in love. I'm finding fourth grade hard enough."

-Regina, 10



**FEBRUARY RESPONSE FORM**

\_\_\_\_\_ Yes, I will be attending the PSG meeting on Wednesday, February 8<sup>th</sup> at 6:30 PM at the south campus. I will need child care for \_\_\_\_\_ children.

\_\_\_\_\_ Yes, I have sent in my kindergarten child's field trip form(s).

\_\_\_\_\_ Yes, I can help with the kindergarten cooking day on Thursday, February 9<sup>th</sup> at the \_\_\_\_\_ north campus.  
\_\_\_\_\_ south campus.

\_\_\_\_\_ Yes, I will be attending the Move-Up meetings on Thursday, February 16<sup>th</sup> at the south campus.

- \_\_\_\_\_ Elementary
- \_\_\_\_\_ Kindergarten
- \_\_\_\_\_ Preschool
- \_\_\_\_\_ Toddler

I will need child care for \_\_\_\_\_ children.

\_\_\_\_\_ Yes, I am using my Fry's card linked to the school for school \$\$\$.

\_\_\_\_\_ Yes, I am saving General Mills box tops.

\_\_\_\_\_ Yes, I and/or my company have printer cartridges

\_\_\_\_\_ Yes, I have sent in my child's valentines.

\_\_\_\_\_ Yes, I have noted on my calendar the dates that school is closed.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_



## Montessori and Sensorial Toddlers

*Maria Montessori's view on the learning child sees not so much the task of filling the mind with information, but rather of constructing the mind through activity according to inner directives and urges.*

— Dr. Peter Gebhardt-Steele  
*physicist & Montessori teacher trainer*

Before the age of six, a child learns from direct contact with the environment, by means of all the senses and movement. The child literally absorbs what is in the environment. The toys and materials in the home and school should be of the very best quality to call forth self-respect, respect and care from the child toward the environment, and the development of an appreciation of beauty.

Children of this age are driven by their senses. They must see, hear, touch, and taste their environment. All the materials in a toddler classroom are based on the child using two or more of his senses at once. Maria Montessori stated that children learn best when the work uses two or more senses. She specifically designed her materials for this purpose.

As the child explores the environment, she becomes aware of an interest in the variety of colors and shapes in the indoor and outdoor environment. This is the time to give very simple shape and color puzzles as children love to put things inside containers and on dowels.

The use of knobbed puzzles and other toys that call for special finger and hand grips will prepare the child for writing and other fine muscle activities, while it satisfies her need to think and solve problems.

*It is specifically the opposition between the thumb and the index finger that has made it possible to execute the extremely refined movements that have produced the whole of human culture – from architecture to writing, from music to painting, and all the technology that enriches our lives.*

—Dr. Silvana Montanaro

Some toys, such as puzzles, have a specific way to be used and others, such as dolls and blocks, are more open-ended in their usage. Both are creative.

Children delight in knowing the correct way to use toys with specific procedures, just as they are proud to learn the correct way to use a woodworking tool or a musical instrument.

Through early experiences with such puzzles, children can develop many useful skills: handling materials, refining movement, completing a cycle of activity, carrying out logical steps in order, and solving problems.

With open-ended toys, children learn to apply these skills and to express and process their unique mental information. They process and relive experiences, for example while playing with dolls or animal models.

With good toys children learn to bring the use of the body under the control of the will, to concentrate, to make a plan, to follow a train of thought, and to repeat and perfect. This is the foundation of creativity.

The quality and variety of open-ended, imaginative play depends on the quality and variety of experiences in the world of reality.

— Adapted from The Joyful Child

## Montessori and Sensorial Preschool and Kindergarten

*We have to understand that the world can only be grasped by action, not by contemplation. The hand is more important than the eye. It is the hand that drives the subsequent evolution of the brain. I have described the hand when it uses a tool as an instrument of discovery. We see that every time a child learns – to lace his shoes, to thread a needle, to fly a kite, or to play a penny whistle. With the practical action there goes another, namely finding pleasure in action for its own sake – in the skill that one perfects by being pleased with it. This, at the bottom, is responsible for every work of art and science too; our poetic delight in what human beings do because they can do it. The hand is the cutting edge of the mind.*

*--Jacob Bronowski  
The Ascent of Man*

The young child is vividly aware of the world, taking in impressions through all of her senses. It is also the time of life when lifelong preferences are formed. If we want to lay the groundwork for the child's later ability to create an organized, peaceful, and calm but stimulating, life-supporting, and beautiful environment, we must provide just such an environment now.

This is the reason we take special care in providing interesting and lovely materials, rich in variety of weight, texture, and purpose, of the best quality available. We make sure this work engages the child's intelligence as well as his body.

The function of the sensorial activities is to help the child become aware of the physical properties of the environment and to refine the senses, which leads to mental order through categorizing the environment. The aims of the sensorial materials are as follows:

1. The sensorial materials are a powerful way of bringing to the consciousness of the child impressions previously absorbed.
2. The sensorial materials provide a foundation for a conscious and intelligent exploration of the environment.
3. The sensorial materials provide the basis of order for clarity and vision.
4. The sensorial materials refine motor coordination, including the large and small muscles.
5. The sensorial materials refine the senses and, as a result, bring more reliable information to the intelligence.
6. The refined senses help the child's discovery of beauty and the aesthetic sense for artistic creativeness.
7. The sensorial materials prepare for further intellectual development.
8. The sensorial materials help detect early any handicaps or abnormalities.

The criteria on which the sensorial materials were selected were spontaneous interest, spontaneous free choice, spontaneous repetition to perfection, and activated maximum efforts, involving the whole person.

The characteristics of the materials help the child achieve the aim of the sensorial materials by being:

1. Scientific in nature, this includes exact measurements within the psychic and mental limits. The materials are not too easy or too hard for the child. The material is not unfamiliar to the child because of their scientific nature.
2. The child materializes abstractions, embodying a physical property of the environment in something concrete. This helps the child to arrive at an abstraction more easily.
3. Materials isolate a property by having a property stand out while the rest of the material remains uniform. This helps the child refine his senses for the different properties in the environment.
4. Materials are not adaptable. The characteristics of the materials are universal.
5. Materials either have a built-in control of error or it is in the child's own sense.
6. There are no multiple sets, which helps the child develop his will and his patience.

The types of activities that help the child achieve the aims of the sensorial materials include:

1. **Pairing**, which means similarity amidst contrast
2. **Grading**, finding the two sound cylinders the most similar.
3. **Name lesson**, which is a three period lesson, including all areas of the environment.
4. **Matching games**, which help the child improve his memory.
5. **Variations** and the child's own discoveries that are not presented. The child discovers these himself while working with the material.
6. **Application**, the child is able to apply what he has learned to the environment.

We help the child achieve learning through our individual presentations. The presentations are individual for two reasons:

1. They require mental analysis, knowing the purpose or the aim of the lesson.
2. The senses work at a different pace in each individual. We must make allowances for individual differences in our presentations.

The first presentation is basic, exercises and games may follow. This additional work contains extensions of the presentation. This extends the freedom of the child. Demonstration of the materials is done with analysis of movement and mental analysis so the child understands. We must observe the child.

We never correct sensorial mistakes; we record them and encourage the child to use the material again. As the child repeats the work, he refines himself and becomes more and more confident and proficient with his work.

As the child enters the second plane of development, between 6 and 7, the impact of sensorial materials diminishes.

--- Adapted from the American Montessori International training  
--- and adapted from Children of the World

## **Montessori and Sensorial** **Elementary**

As the child enters the second plane of development, between 6 and 7, the impact of sensorial materials diminishes.

In the elementary classroom, there is no specific area for sensorial materials as there is in the preschool/kindergarten classroom.

In the 6 to 9 classroom, the children use manipulative math, language, grammar, science, history, and geography materials that have their basis in the sensorial materials of the preschool/kindergarten classroom. For example, the gradations in size of the brown stair or the pink tower or the red rods learned in the preschool are used as the foundation in the math area with the bead cabinet, other math materials, and in geometry when measuring size and area.

In the 9 to 12 classroom, the children do not use as many manipulative materials. There is no specific sensorial component to the classroom.

It is vitally important for the understanding of higher math concepts that the children have worked with and learned the sensorial materials of the preschool/kindergarten classroom.