Parent Education Evening
Don’t Pop Your Cork
With Jeannine Fitzgerald
Wednesday, February 17th
At 6:00 p.m.
Please register at pto@vineyardmontessori.com
Child watch and pizza available.

Don’t Pop Your Cork

No matter how much we love children or how fulfilling we find caring for and educating them, it is difficult and demanding work at times. There are no instruction manuals or cookbook recipes, nor are there mandates that require us to take care of ourselves. However, your success as a caregiver is determined in part, by your ability to renew your energy and meet your own needs. This session explores ways to nurture the nurturer. It is about creating wellness in your life which is much more than stress management and reduction.

Who is Jeannine?  Jeanine draws on more than 35 years of professional experience to empower teachers and parents to achieve more with children “at risk.” With experience as a certified teacher, mental health professional and mother of three grown children, she understands the promise of every child, as well as the diversity of their needs.

CERTIFIED HUMAN BEHAVIOR SPECIALIST: As a certified Human Behavior Consultant and Specialist, and Owner of The Fitzgerald Institute of Lifelong Learning, Jeanine specializes in research-based strategies in educational leadership, relationship-building, motivation, preventing the factors that compromise the fulfillment of a child’s maximum potential and implementing positive interventions in “real life” settings. She understands the daily struggles and frustrations of educators and parents, and honors the “hero within” each individual she has the privilege to work alongside.

SPEAKER, CONSULTANT AND TRAINER: As a speaker, consultant and master trainer, Jeanine has worked with thousands of children, professionals and parents across the country. The settings have been varied and included keynote presentations for The Child Welfare League of America, The New England Association for the Education of Young Children, The New England Head Start Association, The Vermont Foster and Adoptive Parent Association, The Children’s Trust Fund, and The Family Child Care Association of New York State. In addition, Jeanine has taught at the college level and presented on the campuses of The University of Rhode Island, Bryant University, Lyndon State College, and Harvard University. She is recognized on the federal level as an approved trainer in the fields of education, disabilities and mental health.

AUTHOR: As an author, Jeanine has published The Dance of Interaction and a national training program entitled Education with Insight. She is currently putting the finishing touches on her second and third books, Educating the Heart and Through the Eyes of A Child. Jeanine has appeared on public television in four states, and currently has air time in her home state of Massachusetts.
Our class enjoyed their second visit from Officer Max today. This week Officer Max brought two new friends, Firefighters Kyle Gatchell and Kara Shementh. The children were able to try on real fire helmets and found out just how heavy they were. Kara put on her breathing apparatus to show the children what a firefighter might look and sound like during an actual fire. After she finished reading the children a story, Kyle took us outside to see the fire truck. He explained the different tools and apparatus and, as the highlight of the morning, sounded the siren and turned on the lights.

When we returned to the classroom, the children were able to practice the technique of "stop, drop and roll". One of the favorite lessons this week was working with the flags of North America. Some children matched cards of the different flags, some matched the flags to the countries on the puzzle map and some made booklets of the flags. Children explore the North American box to see pictures of famous landmarks, North American people and animals and foods specific to North America.

Our pea shoots, planted last week with Ms. Emily from Island Grown Schools, have really sprouted!! The class loved watching them grow, and several helped water them during the week. This week I introduced a seed puzzle and “parts of the seed” matching cards. The children can color pictures according to the cards, label them, and assemble their own seed booklet. Ms. Emily helped explain the life cycle of the seed in her group lesson also.

The concept of time and the passage of time is part of our classroom’s learning. Comprehending time is a process that comes to children naturally as they grow. Clocks and watches become an essential part of their day, and they observe morning changing into afternoon and into evening. They observe seasons and they wait for upcoming holidays. We use the calendar daily to show how the days pass, and the children have learned the names of the months. The Montessori birthday celebrations give them an idea of “twelve months make a year” as the earth revolves around the sun. But what about those hours? How many minutes are in one? Now I’ve introduced a manipulative clock to the classroom so the students can begin to understand those sixty minutes and how we “count” them. We’ve started with the long hand pointing to the 12, and the short hand pointing to the other numbers. 1 o’clock, 2 o’clock, 3 o’clock……
Our shortened week began with Tomas waking around the sun and reading his personal timeline with pictures and captions about his life.

The following day we started research for our 100th day of school. Students broke up into small groups and were assigned years between 1916 and 2016. The categories that they could research came from a work called the Stages in the Progress of Civilization. The categories are clothing, land transportation, water transportation, social acceptance, nutrition, defense, shelter, communication, and art. After they cut and pasted photos of their topics and added information, the students placed them on a time line of the past 100 years. The following day was our 100th day of school. The groups stood and presented their historical findings to the class. They also had an option to bring in 100 items to share. Quin brought in 100 Legos and small toys, the Coggins family brought in 100 Beanie Boo’s. They worked with partners to make a list of 100 adjectives. They also had to find as many words with the letters in “one hundred”. As a class we did a workout video with 10 repetitions of 10 different exercise moves.

Our MMUN (Montessori Model United Nations) students learned about how to write a draft resolution paper at the conference. The paper is broken up into three parts: Heading, Preambulatory clauses (background information on a topic such as nuclear disarmament), and Operative clauses (possible solutions). This is a paper will be written with MMUN students representing other countries at the conference. If