"The art and science of asking questions is the source of all knowledge."

- Thomas Berger
**Friday, November 10th:** Veterans Day -- School Closed

**Wednesday, November 15th:** Miss Chris presents "Raising Independent Children" at the MV Family Center from 5:30-7:00 PM

**Tuesday, November 21st and Wednesday, November 22nd:** Pie pick-up from 2:30-4:00 PM.

**November 22nd - 24th:** Thanksgiving Recess -- School Closed

**December 22nd - January 1st:** December Recess -- School Closed

**January 2nd:** School Reopens

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**Primary 1 Classroom**

*Miss Cristina and Miss Rebecca*

Several new lessons have been added to the environment. The children have been exploring the new materials independently. They are curious about everything, eager to explore and discover. The Montessori 3-6 learning environment is designed to encourage each child to move, touch, and manipulate. The children have freedom to work independently, based on their own initiatives with gentle and respectful guidance from the adults. Some examples of the new lessons and materials include magnet exploration, a matryoshka doll, and various new puzzles.

We began the study of vertebrates in our classroom. The students loved feeling for the bumps along their backs! They have learned about the five classes of vertebrates: fish, amphibians, reptiles, birds, and mammals. Having completed the study of fish, we have now introduced the frog. We talked about the frog being an amphibian and the fact that that word means change....the frog’s immature, tadpole form changes from water breathing to air breathing. The children are working with cards that lay out the life cycle of the frog, and they are also working with the parts of the frog, which they can make into a book.

Remember that Show-and-Tell items are welcome but should only consist of natural objects, art projects, or books. Toys are not to be brought in, as they are a real distraction to the other students. Also, we ask that each child bring something in no more than once a week or so.
Every day in my classroom, I have the opportunity to make the world a more peaceful place. I try to teach the children how to be kind, how to care for one another, how to solve problems, and make sure all children feel safe with a sense of love and belonging.

One way of helping the children develop compassion and conflict resolution is by using the Peace Rose method. The Peace Rose method of problem solving allows children to recognize and express their own feelings as well as learn respect for the other child’s feelings. A vase holding the peace rose is made available to the children at all times. The children are taught how to handle and care for the peace rose. When a conflict arises, one child will get the peace rose. While holding the peace rose, the child can express what he/she did not like or how he/she feels to the other child. When the child is finished, he/she passes the rose to the other child. Respect for the other person’s turn to talk is stressed. The children are encouraged to use "I" words, such as "I didn’t like it when you hit me". Abusive or unkind language is not used when holding the peace rose. When the two children reach a solution or simply get over their difficulty, they put their hands on the rose and say, "friends again". This simple gesture allows each child to say how they are feeling and allows them to be heard without interruption. It is amazing to watch the children use this method, and often times, I will find two children just "practicing" using the peace rose.

The children went into the gardens this week to plant garlic. Miss Ava showed them the different parts of a garlic bulb, and then they went outside and planted cloves, which we will harvest in the spring.

The children had the chance to do some baking this week. Miss Holly showed the children how to make banana muffins. Each child had a turn to mash, mix, stir, or fill, and together they made some delicious muffins that we shared at snack time.
The Elementary I students continue their study of time in preparation for historical timelines. The students were presented with the "whole year" and its parts. In this lesson, the students come to understand the concept of a year, a month, and the divisions of a year. They are familiarized with vocabulary related to the parts of the year, such as semester, trimester, and bimester. We studied the year 2017 and learned how the date we go by came to be in our calendar. We studied B.C.E./C.E. (B.C./A.D.) timeline cards with 1st - 21st on one side and I - XXI on the other. They are working on abbreviations, derivations, and the number of days in each month. The students were presented with the history of grammar and the three fundamental tenses: before, now, and afterwards or then.
Elementary II Classroom
- Miss Irene

Our cold weather had the kids working and playing hard when outside the classroom. Frisbee golf has been a big hit as was kickball on Wednesday. Tuesday afternoon students chose different buildings on the campus to sketch. Part of the assignment was to include nature surrounding the buildings to create fall landscapes. We will wait for a winter scene later in the year, and students will sketch the same building followed by a spring sketch. All students sat quietly and concentrated on lines, textures, and colors. The end results were amazing!

The Seven Wonders of the Ancient World work was pulled out to locate the wonders on our Ancient Civilizations timeline. Students found out that the Greek scholars who chose the wonders believed that seven was a magical and sacred number. Greek tourists could find the wonders in popular guidebooks of that time.

We have moved on from Sumerians and have begun to learn about ancient Far East. Students were broken up into two groups to gather information to answer questions about ancient China. After thoroughly answering the questions, they created Google slide presentations for the other team, Matthew, Ty, and myself. We learned about the Hwang-he River or "China's Sorrow" and the Chou Dynasty. I presented a slide presentation as well on the terra-cotta soldiers and the Great Wall of China, which included a couple of videos.

Middle School
- Miss Ty

Last week, Matthew, his mother Emily Coggins, and I traveled off island to Scituate, Massachusetts to The Inly School. We went to participate in “MIC”, or Montessori Inclusion Conference. This conference included Montessori middle school students and their teachers and was designed to focus attention on the many aspects of equality and diversity in our society. Aspects of each person’s identity
include ability, age, class, ethnicity, gender, race, religion, and sexual orientation. Cultural competence is the ability to interact effectively across various facets of diversity, and it requires an understanding of others’ cultures, assumptions, values, styles, biases, attitudes, and privilege. Based on this knowledge, you can understand your potential impact on others and interact with them appropriately.

As you can probably tell, there were some heavy discussions and learning. After a wonderfully insightful keynote speaker, there was an opportunity for smaller group breakout sessions. Some of the topics were Gender and Media, African Drumming, The Race Idea, Cooking with Dough, and Non-violent Communication. A wonderful lunch was served, followed by campus tours and another breakout session.

One thing I noticed was how this collection of over 75 Montessori adolescents from many cities and towns handled themselves in a polite, enthusiastic, and articulate way. I was so proud to be a part of the Montessori community!

The Late Day Program
- Ms. Weezie

Monday afternoon was our first art class at Pam Benjamin’s studio. This is a unique, creative experience for our Late Day students. We walk cautiously with a partner, enjoying the sights, sounds, and smells of autumn and arrive at the studio eager to participate.

The studio itself is an inspiration with lots of natural light, samples of children’s work, tools, and resources that encourage the creative process. Pam’s artist assistants, John and Len, helped with the project using clay to mold pinch pots. Some students were able to use the potter’s wheel to further their experience with this process. Each finished product will be fired, put on display, and
eventually taken home.

Older Late Day students have started reading aloud to the group. We encourage their efforts, fostering a love of literacy. Enjoy the long week-end with your children.

Recommended Reading
"There's No Such Thing as the Real World" by Peter Piche in MontessoriParent
Read article here.

Book Corner for Parents
"Yardsticks: Children in the Classroom Ages 4-14" by Chip Wood

"The Six Stages of Parenthood" by Ellen Galinsky

Book Corner for Children
"What Do You Do With An Idea?" by Kobi Yamada

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