"What the hand does the mind remembers"

- Maria Montessori

Calendar

**Tuesday, November 21st and Wednesday, November 22nd:** Pie pickup 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

Primary 1 Classroom

-Miss Cristina and Miss Rebecca

This past week, I presented “Sink and Float” to the geography shelf. In this exercise, there is a
basin of water and another small bin full of objects. The children place one object at a time into the water and determine whether it sinks or floats. They then retrieve the object and place it in its matching cup. This is an extremely popular activity, and the children follow the complicated steps very well.

For those who are keeping track of the introduction of new letter sounds, the children have been introduced to the fourth grouping of letter sounds: the orange group. These sounds are n, c, b, o, and x. Each of the letters have a corresponding sound box of objects that start with the sound. For example, in the “o” box there is an octopus, an ostrich, and an octagon. Many of the children are choosing these letter-sound boxes during the work period. When they do, a teacher will come to their rug and ask, “What sound do you have?” This check-in reviews the sound for the children. Many repetitions are expected. Of course, the first group is also available to practice, too.

Primary 2 Classroom
-Miss Chris and Miss Holly

As we continue on with our social and emotional curriculum, the children were introduced to the idea of becoming a bucket filler. This concept comes from the idea that everyone carries an invisible bucket with them at all times. Your bucket has one purpose and that is to hold good thoughts and feelings about yourself. When your bucket is full, you feel happy. At the same time, your bucket can be "dipped" into by having someone say or do mean things to you. You might feel sad or lonely when your bucket is empty. Holly and I are helping the children discover when they are being a bucket-filler or a bucket-dipper. The children enjoyed the book that accompanies this program, and I am more than happy to lend it out if anyone is interested in continuing this idea at home.

I introduced a new lesson in the Sensorial area this week. This activity singles out the olfactory sense. The lesson is called the Smelling Bottles. In this lesson, there are four control bottles and four matching bottles, each containing a different smell. The scents are lavender, cinnamon, vanilla, and peppermint. The child takes the tops off and tries to find the bottle that contains the same scent as the control bottle. Once the children are able to match the bottles correctly, they can add a blindfold, which increases the difficulty level as they are unable to see what is inside the bottle. Isolating each sense is the purpose of the Sensorial materials.
Elementary I Classroom
- Miss Nora

After the Elementary I students reviewed the three fundamental tenses (past, present, and future), we started to concentrate on our creative writing. We have a few different story prompts each week. Here is the result of one of the prompts:

Climbing a tree is...exciting because I discover a whole new world in the crown of the tree. In my world, there are tons of bright green, sweet smelling leaves. Sometimes the leaves are red or yellow. My world is full of the sound of birds tweeting and of leaves rustling. I call that the music of nature. I see ants crawling up the trunk. The sticky sap sticks to my clothes and doesn't come off, but I don't care. I love picking a piece of bark and throwing it! Sometimes there are sweet smelling flowers blooming in the trees that I pick and give to my Mom. If it is a fruit tree, I pick a piece and take bites of the juicy fruit. I like swinging in the tree branches then letting go and soaring into the sky. I love when the wind wrestles the leaves. I believe the wind and the tree are whispering to me and each other.

Eleni Strakatos
3rd-year student

We are continuing our work on historical timelines and moving into another
On Tuesday, November 14th, we had our last tennis lesson. It took place in the Wubble Bubble, as I call it. For the last lesson, we had a match between the boys and girls. We annihilated them even though I only had the chance to make one swing. Matthew could have beaten the girls single handedly.

Every day, we have a routine. First we go to circle or morning meeting. We announce major news in our lives or globally and stuff like that. Then we have math. I have been working on fractions, elapsed time, long division, and three ways to do multiplication, including the "area model" (my favorite), "base ten array", and partial products. Then we have a combination of topics that we study until noon. This week was mostly MMUN. We watched videos on Palestinian refugees, the Chernobyl accident, natural disaster relief, and poverty. My topic is Palestinian refugees, and the video taught me about the very, very cramped spaces in the refugee camps. From noon until 1:00, we have lunch and recess. After that, we have either a writing assignment, specials, or something to wrap up the day. I miss 15 minutes every day because I live on Cape Cod and need to catch the boat. This is the only school that I have actually looked forward to the next day of school.

On Monday, we went to the MV Museum to learn about whaling. We are doing a new program called, "I Am the Captain Now", where we write a journal or log as a captain. We come up with our ship name and a made-up captain name, which has to be semi-realistic. Mine is the HMS Flaming Ember. My captain is Albert Ford. We saw whaling stamps inside whaling journals and logs from the 1800s. The stamps showed whether they caught a whale or if it got away. Different stamps showed the sizes and types of whales, and the number on the whale stamp told how many barrels of oil they got from it. Our next class will involve a little writing, and we will present our captain and ship names.

Thursday Morning, November 16th, I got a real treat. We were about to go to our school from the main campus and guess what kind of car was in the parking lot!? An $80,000 Tesla Model X 90D! The owner, Richard's dad, gave us a chance to have a full tour of it. The highlights were that the seats were very comfortable and well made. The giant infotainment screen had a lot of cool features. Opening the fronk ("front trunk") was really cool. I got to ask lots of questions, and he told me what it is like owning a secondhand Tesla Model X 90D. He said that it's his dream car, and my friend, Marysol, says that it's also her dream car. To me this is the reason that Montessori School is the best school ever. In a normal school, you wouldn't even see this car, and here we got to see it and set aside a lot of time for this unexpected, really cool event. You could never do that in a normal public school!

This is Albert Ford on the HMS Flaming Ember exiting harbor!
Middle School
- Miss Ty

We have been busy over at the Middle School! Our first session with Ann Ducharme of the Martha’s Vineyard Museum had us visiting the library at the Edgartown campus of the museum and starting our unit: *I Am the Captain Now.*

A quote from Ann’s lesson plan about this unit: “The cornerstone of this unit is the whaling log book. Montessori students will learn the full range of responsibilities that a 19th century whaling captain from Martha’s Vineyard would have had. Students will describe the stages of a whale hunt and the individual crew members’ roles, in a hand-written, handmade whaling log. By adopting the persona of a whaling captain, the students will reveal what life onboard a whaling ship was like.”

This first Monday we examined some actual log books that are curated by our museum. We were introduced to them by the Research Librarian, Bow Van Riper, who let each of the students visually examine the precious, antique books. Then we were sent off to begin to create our persona. The students will invent a name for themselves, and one for their fictitious whaling ship. This will begin our journey into the 1850’s as a whaling captain.

Also, Matthew is beginning to construct a timeline of the great civilizations that we have studied, and are studying, this semester. He measured time 2000 BC to roughly 300 AD in hundred year increments. He then traced a bar along the paper covering appropriate years of the civilizations.
The Late Day Program  
- Ms. Weezie

We continue to invite students from the Elementary I class to read aloud to the Late Day group. This practice benefits both the reader and audience, fostering literacy, listening skills, and the love of reading.

The afternoon students continue to demonstrate creativity and the spirit of cooperation on our playground. This week, they built a “fire pit” using logs inside the giant tire where they proceeded to “roast marshmallows” over the fire using sticks they had gathered. Another playhouse took shape using our outdoor wooden blocks, which included a ramp to enter and exit.

Several students made colorful strip collages using pre-cut strips, glue, and construction paper. They enjoyed the process of color and design choices.

Art class continues to be a highlight of our week. We encountered a huge flock of turkeys on our route to the studio, adding to some seasonal excitement. Please remember to send children in with appropriate clothing on Mondays for our walk.

We continued our use of clay both at the table and the potter's wheel with John. The students are enjoying this unique experience.
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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