There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.

-Maria Montessori

Calendar

**Monday, April 16th - Friday, April 20th:** School closed-Spring Recess.

**Saturday, April 28th:** Family Yard Day

**Monday, May 7th through Friday, May 11th:** Teacher Appreciation Week

**Thursday, May 10th and Friday, May 11th:** Noon dismissal - Parent Teacher Conferences

Middle School- Miss Ty

What is life like after Montessori? Are Montessori middle school students prepared to enter traditional high schools? The academic offerings are equal to or above what is offered in public middle schools. Because the Montessori environment allows the students’ natural curiosity to flourish, along with letting them learn how to learn while seeing the larger world, these students easily become lifelong learners when they enter more traditional secondary school settings.
A long-term study in the journal Science found the effects of Montessori education on students were positive. Half of the 400 Wisconsin students in the study went to public school and the other half went to a Montessori school, before both groups went to public high schools, graduating between 1997 and 2001. This study found that the Montessorians outperformed the public school students in math, science, English, and social studies.

Montessori students who entered public or private traditional high schools state they have few problems adjusting to the academics. They report they do have a problem with the competitive nature of their counterparts, as opposed to the team approach encouraged at Montessori. These students have learned how to be self-directed and independent, while also being team-players. This collaboration is especially important in learning in the future.

"Montessori taught me how to study, how to take notes, and how to work independently; how to set goals and chase them as well as how to become a self-motivated learner."
- Katie Krawczyk, Montessorirocks.org

Elementary II Classroom
- Miss Irene

The Elementary II math students were practicing squaring binomials, trinomials, and quadrinomials and doing cross multiplication of multi-digit numbers at the beginning of the week. This has been a long process using the bead material and pegboard in order to familiarize them with hierarchical products of factors in the base ten system. They were later introduced to the square root. From the introduction to the extraction of square roots of various numbers, their work and practice may take up to two weeks. In previous work, they would square a binomial, such as 23 and get the product 529. They will now be given a number, such as 529, and work backwards with materials to find its square root of 23.

Today, groups of two presented their mini-weekly projects for our studies in human anatomy. This week, the muscular system was our focus. Carly and Marysol drew an enlargement from a photo of the parts of a muscle and identified the parts. Arin and Gracie presented a slide presentation and poster about hamstring and calf injuries. Biofeedback during the practice of relaxation techniques to control various functions of the body was covered by Silas and Connor. We will hear about the uses and effects of anabolic steroids from Madeleine upon her return from Florida.

Students completed the writing of their play scrips, and they read through them with Joyce during theater. She offered suggestions on how to increase suspense, humor, and character traits to enhance the plays.

During Zero Waste Week, we spent an afternoon cleaning up our campus and collecting two bags of garbage and numerous bottles and cans from the trails and roadside ditches. Jack, the Jabberwocky caretaker, saw the kids working hard and returned with cookies and lemonade to show his appreciation. Kids even found deer antlers, fake flowers, and flower pots that we are going to reuse! On Friday, we went to Owen Park for a beach cleanup and lunch. Spring
Elementary I Classroom
- Miss Nora

The Elementary I class welcomed a new student this week. Bo Fullin has joined us for the completion of this year. We are very excited to have a new friend join our community.

April is National Poem Month. We have started reading some fun rhyming poems by Jeff Moss, Shel Silverstein, and Jack Prelutsky. All the students love silly poems. We have also been reading some of The American Tall Tales. This a book of classic American folktales exaggerated to an outrageous degree with beautiful woodcut illustrations.

On Wednesday with Mary-Sage, we finally had a break in the weather! She was excited that our indoor plants had done so well; we were able to transplant them into larger pots. Now, they will continue growing in her greenhouse until after the last frost. We started the seeds in February as a lesson on watching roots grow. Since the seeds received so much TLC, they erupted into full-fledged plants.

This week, Benjamin and Declan worked very hard on a multiplication lesson. They laid out vertical and horizontal facts transposed up to 10.

We hope everyone has a wonderful vacation! Hopefully when we come back, spring will have sprung!
Primary 2 Classroom
- Miss Chris and Miss Holly

On your first visit to a Montessori classroom, it hits you. The classroom is different. There are no assigned desks to sit in. Students choose to work on rugs on the floor or at tables for group or individual work. Children lie on their stomachs or stand at tables while doing their work. There are even items that provide opportunities for movement, such as a dizzy disc and stand-up easels, and everyday activities might include table scrubbing or food preparation. Each classroom is designed to allow for movement and independence. Dr. Montessori pointed out that in order to develop a child's fullest potential, one of the basic needs is the freedom of movement. Freedom of movement grants the child the opportunity to observe and explore the prepared environment. Far too often, children are asked to sit still and listen, which is not always developmentally appropriate in a Primary environment. By having the freedom to incorporate movement throughout their day, children are much more capable of absorbing information using many of their senses.

Miss Ava took the children outside to turn over our garden beds and plant some peas. It was nice to be able to finally get our hands dirty, and we even found a few surprise friends--worms! We will be adding more seeds and plants in the upcoming weeks.

How long is 1000? Hugo Callen found out today when he reached 1000 on his number roll. The children were very excited to help him stretch it out.

Primary 1 Classroom
- Miss Cristina and Miss Rebecca
This week, the students found the classroom a little bit changed, which was very exciting. I moved a few shelves to add the new acquisition, a light table! We are very thankful to Richard’s grandmother who donated it for our classroom. The kids absolutely love it for exploring and drawing.

There are so many benefits to play on a light table. Often, people refer to light tables as an excellent resource for science and discovery (and they definitely are). However, light tables are so much more than that. By creating an inviting learning space, children are encouraged to engage in learning activities through play without even realizing it. Light tables are also an excellent source of visual sensory input. Children are naturally drawn to the glow of the table and are often calmed by the visual stimulation as they explore.

This week, we had our last skating class with Miss Beth, Mabel’s mom. It was great to see how much the children have improved their skating skills since the first day. They all are more confident on the ice, and they really have developed their speed and balance. A very special thank you to those parents who drove the children to the ice arena. I really appreciate it. It would not have been possible without your help. THANK YOU!

Miss Rebecca and the students who stayed at school baked sugar cookies with colorful sugar and sprinkles. They were very excited to tell the skaters what ingredients they used and the job they had done to make the cookies. Afterwards, we had a whole group snack and enjoyed them together. They were delicious!

Late Day
- Miss Weezie

Late Day students enjoyed an opportunity to choose a partner and practice some "ballroom dancing". The inspiration for this activity came from our reading of Sophie and Lou, which is about a very shy young
character who finds her ability to participate through dance. The students enjoyed the book and were eager to try what they called "grown-up" dancing. The photos speak for themselves!

Another indoor activity this week came from our spotting of one more sign of spring. We observed a local forsythia bush starting to bloom. Students shared some branches to see, touch, and smell, and then we used construction paper, brown crayons, yellow tissue squares, and glue to recreate our own forsythia. Lovely! Enjoy the week off with your families.

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**Recommended Reading**

"There's No Such Thing as the Real World" by Peter Piche in Montessori Parent Read article here.

**Book Corner for Parents**

"Robot-Proof: Higher Education in the age of artificial intelligence." by Joseph Aoun

"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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