

# Montessori Pathways' News



## Notes from Ms. Alena (Head of School)

### ~Learning to be Change Makers~

*“For parents who invest in a Montessori education beyond the earliest years, you are gifted with a child who goes into the world able to reach their highest potential—not only academically and eventually in their careers, but as human beings who are going to give back and make it a better world.” — Michelle Morrison, Head of School, Princeton Montessori School*

If children near the end of their kindergarten year in Montessori, many parents struggle with the question whether or not to keep their children in Montessori for Elementary Program.

On the one hand the typical Montessori five-year-old's self-confidence and love of learning lead many families to ask: *Why tamper with something that is clearly working?*

Other parents feel that, since their kindergarten graduate will be moving on to another class one way or another, next year might be the logical time to make the transition from Montessori.

If you are facing this choice, we encourage you to take a good look at your school's elementary program. Although, you will, of course, want to gain an impression of the teacher, focus your attention on the students themselves. Elementary students are often the best spokespeople for the value of a Montessori education.

**What makes Montessori special is its ability to nurture talent without needless competition and stress. In a nutshell, Montessori children never lose the joy of learning.**

### Why Continue in Montessori Elementary?

[\(click here to read an expert's opinion\)](#)



### \*Spirit week at Montessori Pathways\*



This month brought such freezing weather to us. With the lack of outdoor time we all feel like hibernating animals and are so ready for the spring. Having a Spirit Week was just what we needed at this time. This week brought more life and smiles to our school. I have to say that you, parents, did an amazing job, keeping the daily spirit up!

The week began with **Montessori Pathways Day**. While the outdoors were filled with just white and gray colors, our school looked like the Caribbean Sea – sunny - blue and relaxing. Our South Room students suddenly created a “Hurray to Montessori School” song!

On Tuesday, when temperature dropped down even more, **Pajama Day** was much needed. We all felt so cozy and peaceful.

**Jersey Day** on Wednesday showed us that a lot of families are interested in different sports and have their favorite sport teams to root for. Baseball, football, soccer, hockey, wrestling were the most popular.

By Thursday, parents and kids' creativity really started to rise. I was not sure if a **Holiday Day** would work at all since the holiday season is over and everyone had calmed down from the excitement of it. However, we noticed that the holiday spirit is still here. Some kids decided to “celebrate” Halloween again, some of the kids “practiced celebrating” upcoming St. Patrick and Valentine's Days. Diwali and Earth Day were wonderfully represented as well. And the cherries on top were Vacation Day, May the Forth Be With You Day, and “I would not recommend 2020” Day.

By Friday, many of our parents were on fire with their ideas. **Wacky Friday** turned into Stylish Day. Many of our friends came to school with super cool hair styles and colors. And some kids' outfit was really creative and very fancy. I wish that every day would be so “wacky”. 😊

I would like to extend our appreciation to all families who helped our students to participate in Spirit Week for your time and creativity. You all truly made our week!!! Check our links for all these pictures.



## Parents' Corner



### Multi-Age Grouping: Observation + Imitation = Learning

Inside the Montessori community and beyond, multi-age classrooms are a hot topic for parents, teachers, and school administrators.

Angeline Stoll Lillard, in her authoritative research review "Montessori: The Science Behind the Genius", describes the Montessori multi-age setting this way: *"Montessori encourages learning from peers in part by using three-year age groupings. This ensures that as children move through the classroom they will be exposed to older and younger peers, facilitating both imitative learning and peer tutoring... Dr. Montessori was quite clear about the need for this mix of ages."*

#### How & why multi-age grouping benefits younger learners?

Simply put, children learn readily from other children. Not only are they eager to play "teacher," they are astonishingly attentive "pretend" students. What young child has not played "school" with a friend or sibling? Multi-age Montessori schools take advantage of this natural tendency toward spontaneous learning by letting them "play school" with structured classroom activities.

Along with direct lessons given by classmates, younger students in a multi-age setting also learn by observing the activities of older peers and even by "eavesdropping" on advanced lessons given by the teacher to another child. Montessori teachers are careful to present lessons to older children in a manner that allows interested younger children to watch, listen, and learn.



#### The benefits of multi-age grouping to older learners.

It's easy to see how access to advanced activities and lessons benefits younger children academically. What about older children? Any adult who has tried to teach something the least bit

complicated to someone else has enjoyed a taste of the older child's Montessori learning experience! There is no better way to reinforce one's own knowledge than by teaching someone else.

Teaching a real lesson, as children do in Montessori classrooms, helps older children identify gaps in their own knowledge and often inspires them to achieve even greater mastery.



Leadership opportunities are extremely rare for children in a single-grade classroom; such roles are often assigned by the teacher. A Montessori multi-age classroom affords children daily opportunities to teach a skill or share information with others. Further, because every child is particularly good at something, this opportunity exists for every child, every day. This difference in how leadership roles develop in the classroom is a typical illustration of the difference between single-grade, teacher-centered, traditional schools and Montessori multi-age, child-centered classrooms.

When peer-to-peer learning is self-directed, when it happens because children are ready, willing, and able to participate, it bolsters the older child's self-confidence, opens doors for younger children, and sharpens the academic skills of both.

Maria Montessori observed that children are eager to learn, and she identified self-directed, observational learning as a central theme of childhood. Describing the phenomenon of observational learning in a multi-age group, Montessori wrote that the child *"...suddenly becomes aware of his companions, and is almost as deeply interested as we are in the progress of their work."*

[www.montessoriservices.com](http://www.montessoriservices.com)



## REGISTRATION FOR THE 2022-2023 SCHOOL YEAR HAS BEGUN!

As you know, Montessori Pathways School has been serving the community for over twenty five years, building a better future for our children and our world—one child at a time. Innovative Montessori education is our trademark. Our unique Montessori Pathways Team are delighted that your child and your family have been a part of this vision.

The Montessori approach to child development and education encompasses a wide range of experiences. Montessori works best when the child has maximum attendance and stays with us for the entirety of the developmental stage, which includes the Kindergarten Year in Primary class and Elementary education.

### The completion of the 3-year cycle in every stage is the key of Montessori Education.

We look forward to having you and your child(ren) continue with us in the coming 2022-2023 school year!

*We do not know yet what the next school year will look like, but as soon as things will get better we will begin returning to our regular activities, rules, and procedures. We will be notifying you about every single coming change.*

*We all know that due to Covid-19 a lot of great private schools and childcare facilities were permanently closed. Because of this, the demand of enrolling children in the program is rapidly growing. Therefore, we would like to make sure that we accommodate our current families before opening registration to new families on February 1st and are beginning enrollment for our current families for the 2022-2023 school year.*

The Tuition Schedule 2022-2023, Re-Enrollment Application Form for the 2022-2023 school year and Registration Form for Summer Camp 2022 were already sent home and will be emailed again to all families.

⇒ If you have decided to continue your child's education at Montessori Pathways, please complete the **Re-Enrollment Form for the 2022-2023 school year** and return it back to us along with the **\$50.00 re-enrolment fee (\$25.00 for the second child)** no later than **March 1<sup>st</sup>, 2022**.

*Check or QuickPay via Zelle are acceptable.*

⇒ **The 10% annual tuition security deposit is due April 15<sup>th</sup>.** *This will ensure a place for your child at our school and allow your child to continue in the same class with the same teachers.*

⇒ The tuition contract will reflect a 10% discount for the second child's tuition and 20% for the third one's.

⇒ **The Summer Camp registration begins March 1<sup>st</sup>. The application and \$30.00 early registration fee are due April 15<sup>th</sup>.**

*Please note: If the registration forms will be returned after April 15, your child will be considered as a new student with a \$100.00 registration fee for the next School Year and \$50.00 registration fee for Summer Camp requirement.*

*~ It is important that we know who is enrolled in Summer Camp and the School Year as soon as possible so that we can make the appropriate plans for hiring staff. Students who are enrolled just prior to the start of Summer Camp or School Year cannot be guaranteed a spot in the same class or at school at all. ~*

We look forward to another great year with your family!

### IN FEBRUARY:

- ◆ February 1 (Tu) – Re-Enrollment and New Families Enrollment begins
- ◆ February 2 (W) – Groundhog Day
- ◆ February 14 (M) – Love and Friendship Celebration (Valentine's Day at Montessori Pathways)
- ◆ February 21 (M) – No School (Presidents' Day)
- ◆ February 22—28 – Movin On Week: Elementary Class Visit Days for Kindergarten Students





# NEWS FROM THE ELEMENTARY CLASS



## Ms. Bridget

Welcoming in the new year, each student reflected on what they enjoyed about last year and what they were looking forward to this year. Then, each student thought about a goal for 2022. What is it that could improve?



The temperatures have kept us inside more this month but the students just enjoy being together. Our trip to the library was enjoyable. The students can navigate the library with very little support now and can use the search on the on-line catalog. Many students actually make a list before we go of books that they would like to get for personal reading or in class research.



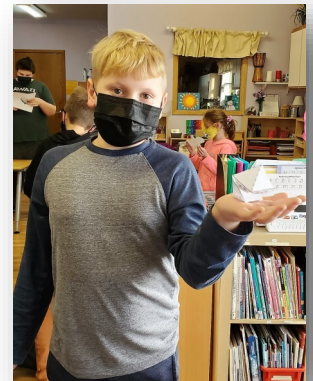
It was great to see you all at conferences. It is important to touch base so that students know that we are a team, here to help them be the best they can be. Thanks for your support.



Besides the usual math and language arts lessons and work, we have been exploring Ancient Greek life. Yoyos were Greek toys.



We made Platonic shapes, watched a video of Ancient Greece and had a symposium, where we ate grapes and discussed philosophy.



We did mosaics and are working on short plays. Work is picking up especially for the Upper Elementary students so they are working on planning with me using a log that will help them plan their days and week in order to accomplish the work.





# JANUARY PHOTO GALLERY

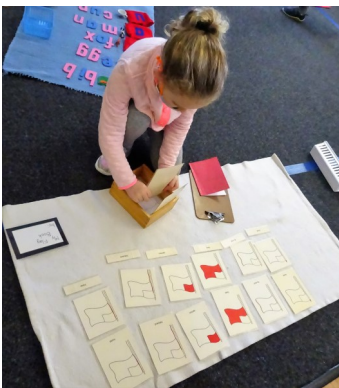
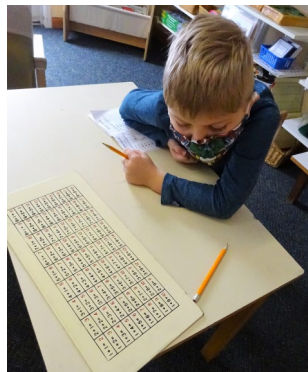
## Elementary Class





# JANUARY PHOTO GALLERY

## Pre-K and Kindergarten Extended Day Group





## NEWS FROM THE SOUTH ROOM

Ms. Kathy, Ms. Urana



Happy New Year to all! January has brought us snow and cold weather! I don't recall a week when we were able to go outside for more than 2 days? The children have been having indoor recess and are enjoying it. They have the options of Legos, puzzles, trains, building blocks of all sorts or coloring sheets. It has been fun to watch the groups cooperate and create buildings, cars, rockets, and robots. In past years groups were not always interested in collaboration. Our friends in the Pre-K and K group are working together and sharing pieces with one another in a kind and gentle way. So, if you had been wondering what all the coloring sheets and little paper creations are about, these have been some of our recess activities. What a creative group. Hang in there everyone, we will get outside again soon.



For addition, the children take out 2 beads each from 1 -10 and build 2 stairs. They then get the first quantity let's say the 2 - bead and then they next let's say the 3-bead put them together count and record the answer ( $2 + 3 = 5$ ). In the example of multiplication, the child takes one 3-bead once, counts it 3 and records three,  $3 \times 2$  would be two 3-beads, count them to get 6 altogether. We begin by saying 3 taken once is 3. 3 taken 2 times is 6, rather than times. Multiplication in the Montessori primary class is repeat addition. Through repetition the children learn multiplication facts without flash cards or memorization.



The room has transformed into all things snow! As we explored snow crystals and found they melt into dirty water. Then we grew a Crystal Garden. We used Ms. Stewards bluing, water salt and ammonia in equal parts, over 26 sponges. The older children wrote the recipe and recorded what they observed over the next week. The results were breathtaking but messy. They are soft crystals which crumbled easily.



Many children have also been exploring multiples of numbers with our 100 board. They decide what they want to count by and for example 10. They count to 10 and place a marker on 10 then count to 10 again and place a marker on 20 etc. They record it with a dab painter on a 100-board sheet and see the patterns each number makes. It is truly magical to them.

Language is another booming area. There is great interest in learning sounds and building words. We encourage the sound of the letters not the names and the children listen to the initial sound of a picture and object then match it to the corresponding letter which we again call sounds s-s-s spider starts with (the sound only) "s" they make little books or trace a sheet with corresponding pictures for a single sound on a sheet. Please have your child read these to you. They also enjoy making their own "sandpaper letters" by gluing beans to a sound on cardboard, these are tactile and can be traced for muscle memory at home to reinforce the sounds. The vowels are introduced by their soft sounds. For example, a as in apple, e as in elephant, i as in insect, o as in octopus and u as in umbrella.

Science has introduced nomenclature for parts of a penguin, a snowman, and a reindeer. These variations in each area are familiar and yet each contain subtle differences, renew interest, and add new vocabulary.

The art area is a winter wonderland full of snowflakes of all kinds. Snowflakes for cutting, decorating, and beading. The children are busy decorating mittens, hats and snowflakes with gems, sequins, and cotton balls. The Practical life area is all blue and silver spooning activities, jingle bell tweezing, winter matching activities, and winter tracing scenes.

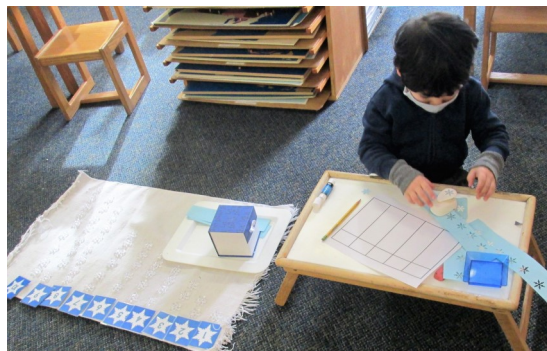
In Math we added snowflake counting from 1 -10. The older children have been enjoying the bead box for both sensorial manipulation and for addition and multiplication as well.





# JANUARY PHOTO GALLERY

## South Room





## NEWS FROM THE EAST ROOM



**Ms. Joey, Ms. Carole**

Happy New Year to everyone! We are all very excited to be back at school and together again. It is wonderful to see how enthusiastic the children are to be in the classroom environment and ready to explore familiar and new works.



It is around this time of year that the classrooms become more normalized. Normalized is a time when children learn to focus and concentrate for long periods of time. They have an understanding of their role in the classroom and take great pride in their work.



In the classroom we prepare the environment to help the children develop their own attention skills by respecting personal space. Moving thoughtfully through the classroom, we do not shout across the room but rather we walk to the person that we would like to speak to, and always using soft quiet inside voices so not to interrupt others at work.

This month in science we have had fun learning how animals survive the cold weather, do they Hibernate, Migrate, or Adapt? We explored the Polar Regions through books and discussions and have been learning the parts of the polar bear and penguin, where penguins live, and they're different names.



The children are also learning to recognize and name the different animal tracks that can be found in our region, it's been fun to get out in the snow and see what we can find!



In the afternoon the children enjoyed growing crystals and journaling their observations. It was amazing, and they did grow fast!

The older children continue to journal during the week with stories of adventures at home and abroad or using their own imaginations.

Our younger friends are adding new sounds every week to their sound books and others are now using the movable alphabet to begin word building.

The math area has been busy with snowman counting, working with the Teen Board and multiplication. In the Sensorial area the Constructive Triangles have been very popular, they are brightly colored flat triangles that are put together like a puzzle. Each triangle has one or more edges bounded with a black line. By matching the black lines, the child is able to construct many straight-edge geometric figures. The children trace and cut out these shapes, then glue on colorful paper. Learning both the names and geometric shapes.



This month we have had 3 Birthdays. Happy Birthday Lotte, Axel and Baileigh! Thank you everyone for participating in our Spirit Week. It is wonderful being part of our Montessori Pathways family!



# JANUARY PHOTO GALLERY

## East Room





# MORE WONDERFUL MOMENTS AT MONTESSORI PATHWAYS



*“Children acquire knowledge through experience in the environment.”*  
~M. Montessori

