

# Montessori Pathways' News



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

## \*The Magic of Montessori Math\* Family Night

### ~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?

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



*“It is certain that Mathematics organizes the abstract path of the mind so we must offer it at an early age, in a very clear and accessible manner, as a stimulus to the child whose mind is yet to be organized.”*

~Maria Montessori



Thank you so much to all who came out to our “Montessori Math” parent night. It was a great turnout and the parents who attended were amazed by the progression of the Math curriculum from Primary through Upper Elementary, the material and the way in which it is presented to the children, and how the children learn to internalize mathematical concepts.

The Montessori Math Curriculum is broad in its scope. It begins with the child's first impressions of numeracy: counting objects and then matching them to representative numerals. Later on, children will practice operations, measurement, fractions, algebra and many other topics in Math.

At each stage, the child will have the opportunity to use manipulatives – the specialized Montessori materials. “Manipulate” is derived from the Latin root “manus”, which means “hand”. These concrete materials allow children to get a “handle”, quite literally, on mathematics concepts in the concrete sense. It is only after the children have successfully practiced a skill with concrete materials that they are asked to make abstractions. By this point, true understanding of the process has been internalized and children can work out and record calculations with pencil and paper.

Along the Montessori Math continuum, there exist many instances of overlap and connections between different pieces of work at different levels. There are also many opportunities for children to practice and incorporate already mastered skills in more and more challenging ways.



## 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 2023-2024 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 2023-2024 school year!

Our school offers **Morning classes** (for preschool / Pre-K only), **School Day**, **Extended School Day**, and **All Day** programs for children from 3 to 12 years of age:

- ⇒ Primary Class – 3 - 6 years of age (Preschool - Pre-K - Kindergarten)
- ⇒ Lower /Upper Elementary Class – 6-12 years of age (1st – 6th grades)
- ⇒ Summer Camp



*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. We are not able to enroll any new students during this school year because we are absolutely full. The spots filled up very quickly last year and we have already enrolled a group of new students who were on wait list from the last year.*

Therefore, we would like to make sure that we accommodate our current families before opening registration to new families on February 1st and have begun enrollment for our current families for the 2023-2024 school year.

If you have decided to continue your child's education at Montessori Pathways, please

- 1) **Complete the Re-Enrollment Form for the 2023-2024** school year that was recently sent to every family **and return it back to us along with the \$50.00 re-enrolment fee** (\$25.00 for the second child) as soon as you are ready with your decision, but no later than March 1st, 2023.

Check to Montessori Pathways or QuickPay to montpathways@hotmail.com via Zelle are acceptable.

- 2) **The 10% annual tuition security deposit is due April 15th.** 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 15% for the third one's.

- 3) **The Summer Camp registration begins March 1st.** The application and \$30.00 early registration fee are due April 15th.

*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) – New Families Enrollment begins**
- ◆ **February 8 (W) – Trip to Raue Center for the Art to see "Pete's Big Hollywood Adventure" performance for Pre-K—Lower Elementary Students (4.5—9 y.o.)**
- ◆ **February 14 (M) – Love and Friendship Celebration (Valentine's Day at Montessori Pathways)**
- ◆ **February 17 (F) and 20 (M) – NO SCHOOL (Teachers' Institute Day and Presidents' Day)**
- ◆ **February 21—28 – Moving On Week: Elementary Class Visit Days for Kindergarten Students**

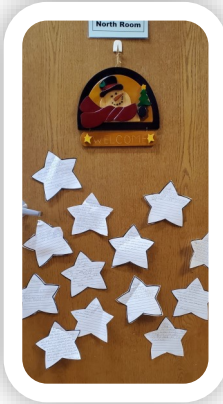


# NEWS FROM THE ELEMENTARY CLASS



## Ms. Bridget

This January, to welcome in the new year, each student wrote a new year's resolution as well as their goals for the year. It is a skill to be able set goals and to check in to see how the process is coming along to achieve it. At the end of the month, we will review our resolutions.



Dr Martin Luther King's birthday was this month, so we spent some time listening to his "I Have A Dream" speech. We sung Stevie Wonder's "Happy Birthday" song in honor of Dr King. I read a great book called "Be A King" to help kids realize that they too can make a difference in their life and world.



Elementary students enjoy big works so many of the tasks involve research, a visual, and a presentation. Students thrive in sharing their knowledge so there is a platform often in order to show mastery of their research. They are also able to choose people to work with in order to accomplish their research.



Students are becoming more proficient in many concepts: reading, writing, math facts and understanding math concepts, recorder notes, art and yoga.

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.



I continue to observe and to guide each student to keep learning and accomplishing work. It is always a joy to see a student become excited when the child is able to move on to a new concept due to understanding of a previous concept. Finally, we were happy to showing off some of our math skills at our math evening!

Some big projects that some of our students are working on are: biography research, vertebrate research, Continent Studies, Body Systems and Ancient Civilizations.



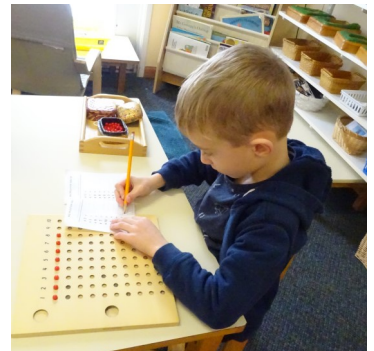
# JANUARY PHOTO GALLERY

## Elementary Class



# JANUARY PHOTO GALLERY

## Pre-K and Kindergarten—Afternoon Work Cycle



## NEWS FROM THE SOUTH ROOM

Ms. Kathy, Ms. Urana



It is hard to believe another year has come and gone! We all are ready to start a new beginning and the children came back enthusiastic with a flurry of inspiration to begin school and their routines once again. Everyone has settled into the groove and the comfortable familiarity of school. All were so excited to repeat favorite activities or return to activities with a renewed purpose, to see friends and share with each other the holiday experiences. Our room is truly a separate family, the Montessori Pathways Family!



The repetition of materials is necessary in each sensitive period of development, needed to guide the child to mastery of each individual area and specific materials. These sensitive periods of repetition bring focus to the child and develop neural connections based on experience, repetition, and practice to help them fully learn. Repetition comes in many forms, daily routine being one. For some children the schedule is the major focus, learning how to choose a work on their own and feeling confident and secure enough to thoroughly complete the entire cycle of an activity. This is the practice of the child developing self-discipline and concentration before mastery can be achieved. Each child has different comfort level, be it social, schedule or confidence relatedness, etc. Each individual has different needs for self-development and will acquire them at their own pace.



It is exciting to see where the children's various interests lie. Many of our 3-year olds going on 4-year-olds are seeking more advanced materials for their ages, choosing to come and sit by another child's lesson, thoughtfully watching the presentation they are ready for and were drawn to, and choosing to do them on their own after watching the lesson. The sense of self achievement and self-confidence, glows from each face as a step forward is reached. We have encouraged them to help others and "teach" peers to do the lesson as well. Empowering each child to feel competent. It is an amazing time for each of our younger friends to be able to "HELP", to know they have actual knowledge of a presentation and to pass that on. It is truly empowering, as well as inspiring to watch!

One younger friend chose an activity and became overwhelmed, exclaiming he could not do it! His peer rubbed his back and encouraged him all the way through the activity of building the Constructive Triangles. "You are doing a good job", "You just need to put it here", "You did it! It looks amazing!" It was very inspirational!

The group as a whole were very excited about the "Magic of Montessori Math" evening to share with parents what they have been doing and what they love. One child who was unsure if she would be attending due to a previous commitment, exclaimed "No, I want to go to the Math night!" She got to go! Children love to share what they are doing and what they are capable of. Everyone was drawn to the math area this month. From simple numeral recognition to the division board! Everyone shared the hype and sense of confidence from each shared or observed experience. Remember, observation leads to a sense of self confidence to try new things.

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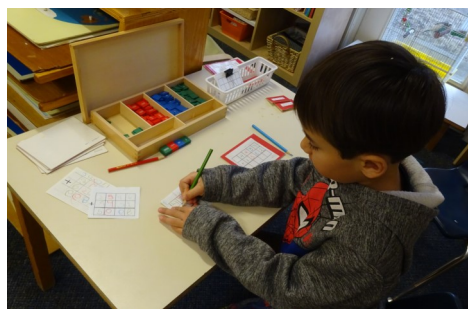
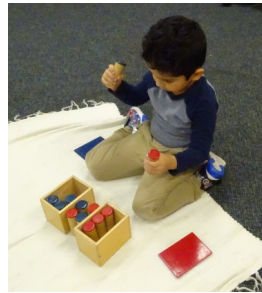
Thanks to all for joining us for an enlightening and educational opportunity. A unique chance for your child to share their unique Montessori world with their favorite people, the parents. Fun and wonder were enjoyed by all. If you were not able to attend the class please plan on joining your child in the future to encourage, support and boost their confidence,

As to the rest of the room? It's a snowy and frozen polar region! We have snowflakes and glitter in art, mittens, and mitten patterning, tweezing, and spooning and ugh more glitter! Snowflakes for math, for science exploration. We have penguins and reindeer for our science and vocabulary development. All familiar activities to build confidence but with a new twist to keep interest but also always give the confidence of achievement and mastery of a skill! Repeat, repeat. repeat until the child moves on. They all will!



# JANUARY PHOTO GALLERY

## South Room





## NEWS FROM THE EAST ROOM



Ms. Joey, Ms. Carole

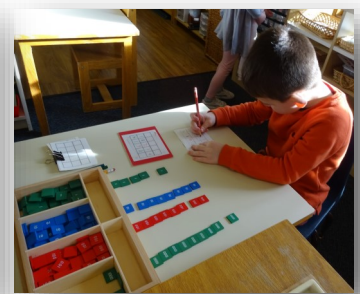
What a great start to the New Year, It was wonderful to see everyone again and hear about all of the fun that was had over Winter Break. Students eagerly returned to their work and easily settled into their normal routine.

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!



The decimal system is also a work that the older children enjoy, they have been introduced to the name of each category and the quantities associated to each one.



Our younger children have been busy in the 0-9 math material. They are learning number recognition with sandpaper numbers, counting quantities with the spindle box and counting rods; as well as matching the rods with sandpaper numbers. We have been going on "number hunts" counting quantities of various objects and matching quantities to sandpaper numbers. These are extensions to help master their understanding of one-one correspondence and number recognition.

Sounds are being learned and sound books are coming home, along with sight word books for our older children. Please look for their spiral sound book in their blue bags. Each child is so proud of the sounds they have learned. We reinforce their sounds acquisition through beginning sound games, matching objects or pictures with letters and sound hunts. When the child has mastered several sounds, they are introduced to the moveable alphabet and begin word building. Some of the older children are beginning to write simple stories and illustrate their work.

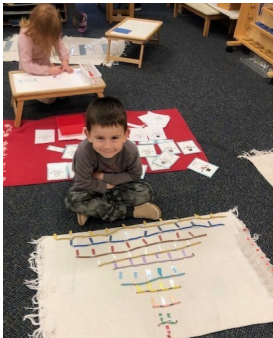
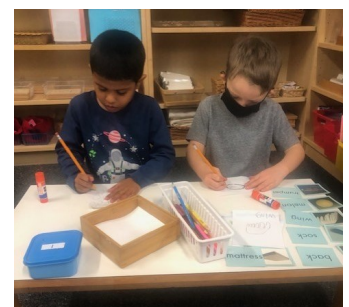


Children who mastered 0-9 material have been working with the teens and tens board, simple counting using the strip boards and the 100 board to name a few.

The Sensorial material continues to be an area of great interest. Children are grading the Pink Tower, Brown Stairs and combining them together to create a very interesting design. The direct aim of the geometric cabinet is to visually discriminate form and introduce language. Children are also working with the colored cylinders and recreating a pattern with or without patterned cards. This month we celebrated three Birthdays Stella, Nickolay and Baileigh's, Happy Birthday! Thank you for sharing your pictures and stories with us, we had so much fun!

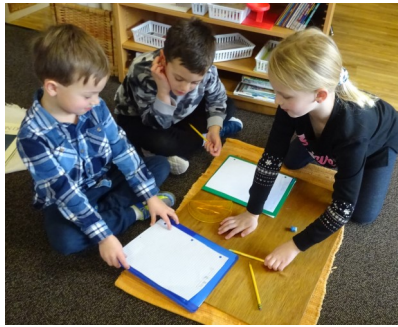
# JANUARY PHOTO GALLERY

## East Room





# WE LOVE SUCH MOMENTS!!!



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

