



BLUEBIRD BULLETIN

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Contribution, Commitment, Community

by MAURA JOYCE, HEAD OF SCHOOL

If you did not attend a Montessori school, you probably spent a good amount of time memorizing words and number combinations as you learned to read and do math. Memorization and repetitive practice are good tools for the learning process, but they do not always come with excitement and energy for the child.

In the Montessori environment, the approach to “the basics”—reading, writing, and arithmetic—is different. Children are given lessons, materials, and time to explore and discover on their way to proficiency. Many parents who start their children at MIR when they are very young, inevitably find much of the Montessori method of learning the basics mystifying. Just

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“We were born to unite with our fellow men, and to join in community with the human race.”—Cicero

Happy New Year! And how happy it was to return from some days off and find that the Montessori in Redlands community, for the first time, had achieved 100% family participation in our Annual Fund. This means that each and every family contributed to our campaign.

So, first and foremost, THANK YOU! Thank you for your contribution, your monetary donation to our Fund. It is greatly appreciated. I know the ins and outs of every dollar in our budget and how important this Annual Fund money is to continue MIR’s excellence and create the school we want in the future. For outside donors and grantors, your participation is a vote of confidence for the school and shows the willingness of our parents to keep it going. That is a characteristic they look for in determining a good investment of their money.



But more than the contribution, I thank you for your commitment to the school. Your pledge gives MIR more than money; it sends a message to the staff, the teachers, the Board, and me, that you are committed to the school and the work that we do for your children.

I like to think that the 100% also says to us that, at the core, what we value

(Continued on page 7)



A little bird told me...PTM News and Notes

FUNDRAISING CAMPAIGNS AND T-SHIRTS

Welcome back parents, staff, and students of Montessori in Redlands!

We hope your holidays were full of happiness and you had many opportunities to create wonderful memories. **Thank you to all who donated to the PTM food drive for Joseph's Storehouse in Redlands.** The MIR community was extremely supportive in our efforts to provide food for needy families in our greater community! Thanks for all your support. We wish you peace and joy in 2013.

Show Your School Pride: Wear a Montessori Bluebird T-shirt

Bluebird T-shirts are now available in all sizes, including adult sizes. Show your school pride and wear your Bluebird shirt on Bluebird Assembly day (January 25). T-shirts can be purchased at the front office for just \$12 and are available in black and pink. As an added bonus, take a picture someplace interesting of you or your child in a Bluebird shirt (or Montessori shirt), and you may have it published in the *Bluebird Bulletin*. Submit photos to Lisa Kensok at lisa.kensok@montessoriinredlands.org, or drop off a CD/DVD or printed picture in the office.

EVENTS AND CALENDAR

Next PTM Meeting

The next meeting will be held Thursday, January 17, at 6 PM before the next Parent Education night. All are welcome and encouraged to attend. Come find out what is happening in our school and meet your PTM room representatives. Following the meeting, Parent Ed Night will take place at 7 PM. The topic is *Reading, Writing, and Arithmetic the Montessori Way*.

COMMUNITY

Family Skate Night

Join us for a night of skating and fun on Friday, February 1 at CalSkate in Grand Terrace from 5-7 PM. This event is open to MIR, Farm, and Grove students and their friends and family.

Tickets are available in the office up until 4 PM on February 1 for \$6 each, or get them at the door for \$8. Prices include skate rentals.

CalSkate will not charge an entrance fee for children or adults not skating. Skates are available for toddlers as small as size 9 (3-4 year olds). They also have skating supports (that look something like walkers) to help beginning skaters. We hope to see you there!

Bluebirds Perch in Zion National Park



Bluebirds Valentino and Rocco Farre proudly wear their MIR shirts at Zion National Park in Utah. The family visited the park for the Thanksgiving holiday and the boys really enjoyed hiking, climbing, and exploring the park's unique geography and variety of life zones.

Report from the Board MIR Communications Systems

by PAMELA FORD, PRESIDENT

The news from an elementary school in Connecticut prior to Christmas is still almost too painful to think about, let alone discuss. So I promise to be brief and to avoid scaring anyone.

Over the last year, MIR has been re-evaluating its system for communicating with parents in the event of any kind of emergency. The school has well-established plans for emergencies such as a major earthquake. Those plans are based on the premise that there will be no electrical power (and possibly no internet access.) There are, of course, many kinds of emergencies, and most of them require the ability for the school to communicate with a lot of parents and caregivers in a short amount of time.

In the current budget, our Head of School, Maura Joyce, included significant funding to upgrade the school's communication systems. You have answered survey questions about some aspects of communication needs. Lisa Kensok who is our new full-time marketing and communications director began investigating and "test-driving" systems to see which is best for our community when she started this job. Good systems exist and a selection will be made soon.

Once we purchase a new system and implement it, parents will need to contribute to its efficacy by providing their very best contact information to the school. When you are asked for this information, be sure to consider the various ways in which you might be reached in the event of a serious emergency, including email, phone, and text messaging. The MIR staff will contribute to the efficacy of the system by establishing a strong protocol for the system's use. This protocol will serve to prevent false alarms.

Additionally, I want to reassure you that procedures for internal communications during an emergency are in place and effective. The MIR staff members discuss and evaluate these procedures regularly and tweak them when necessary.

We are all in this Montessori community together and share the same concern for our children's safety. I just want to reassure you that the Board and the School Administration are on your side.

Let's work together for a peaceful New Year.



Curriculum Matters

By PETER DAVIDSON,
ASSISTANT HEAD OF SCHOOL

The Gift of Time

*"Any child who is self-sufficient, who can tie his shoes, dress or undress himself, reflects in his joy and sense of achievement the image of human dignity, which is derived from a sense of independence."—
Maria Montessori*

I recently visited a Montessori school in Arizona and had the opportunity to observe in the Toddler classroom. On this particular morning there were eight children present, the youngest being 18 months of age and the oldest close to 30 months. It was toward the end of the morning, and the children were choosing their own activities. One little boy was using the colorful wooden rings of a stacking toy, while nearby another was working on his buttoning skills. Several children were engaged in art activities—coloring, pasting shapes on paper, and modeling clay—while others were matching objects to corresponding pictures.

As it was near the end of the morning, an adult asked one little girl if she wanted to help set up for lunch, and boy! Did she! There were two longer lunch tables in the classroom, each with four chairs. She went to the shelf, retrieved a tablecloth, and proceeded to cover one of these tables.

First she unfolded the four feet of cloth, much longer than she was tall, then attempted to drape it as far onto the table



MIR Toddlers eat at carefully prepared place-settings.

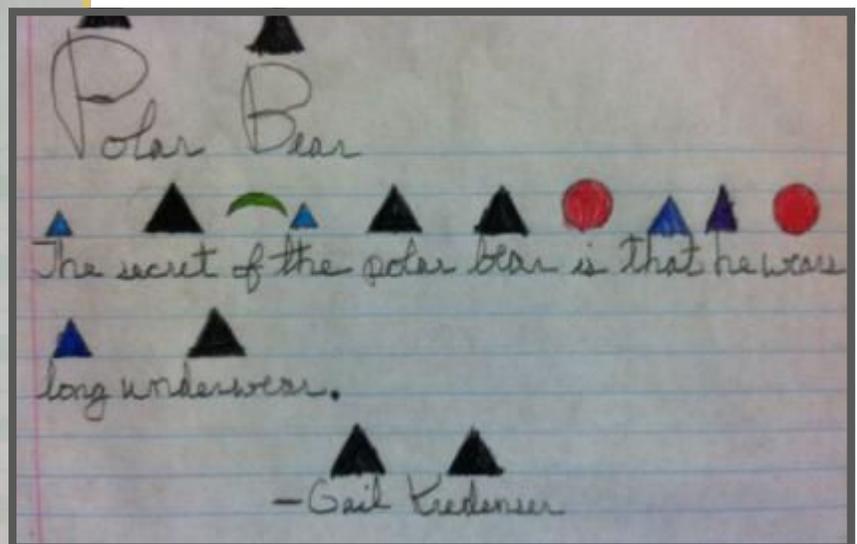
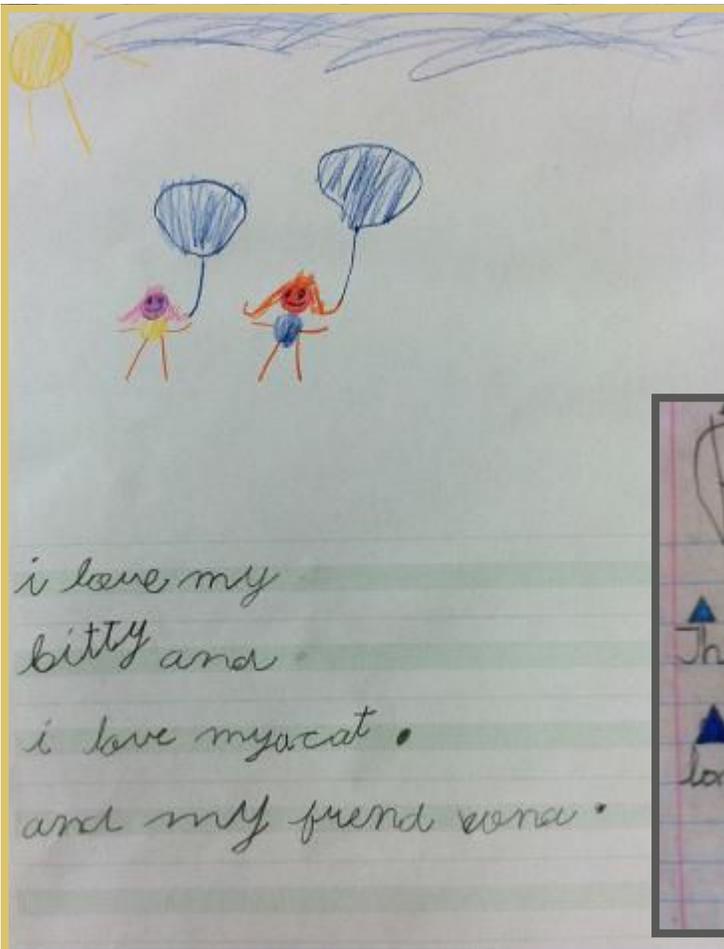
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SCRAPBOOK: Reading, Writing,

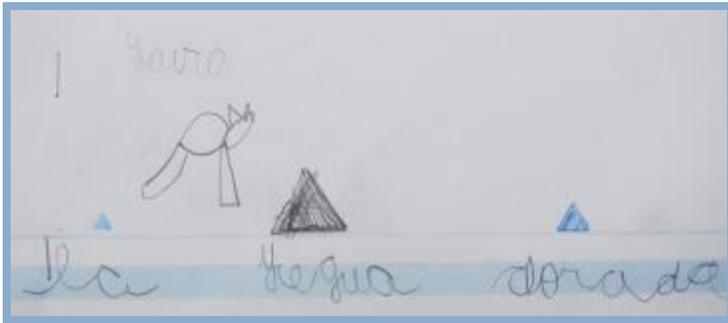
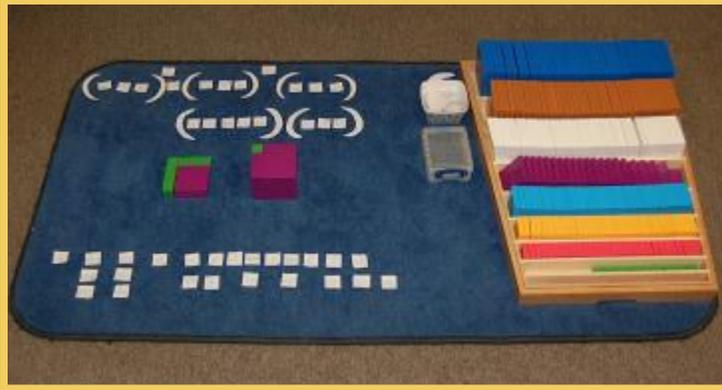


6th year students pose at Barnes & Noble during the book fair fundraiser for their Washington, D.C. trip.

Upper Elementary students from Teesie and Emily's class read to a resident at Braswell's Chateau Villa retirement home on a pre-Christmas class trip.



and Arithmetic the Montessori Way



Elana
11-8-12

1. Fruit Classification

The fruit stores the seed for potential growth more of its functions. Did you know that a fruit is a ripened ovary? The pollen travels down the pistil and to the ovary and over time, the ovary swells and becomes ripe. Then, the pistil dries and becomes the stem! The ripened ovary becomes the fruit. There are two different kinds of fruits: The first type of fruit is the succulent fruit, which is very fleshy and juicy. The second type is the dry fruit, which sometimes has a shell but it doesn't have to.

The parts of the fruit are the exocarp, mesocarp, and endocarp. "exo" means outside, also known as the skin. "meso" means middle and it's normally fleshy and juicy. "endo" means inside and it typically holds one or more seeds. Did you know that the word "banyan" means fruit and the word "peri" means around?

The kinds of fruits that are based on parts are: "Drupe" and "Drupe" is later for "nutlet olive". A drupe contains one seed, which is the endocarp. It comes from 1 flower and it has a very smooth and later exocarp. It also has a very thick mesocarp. There are

Signed Numbers

1. $7^2 \cdot (4-7) + \frac{24}{6} - 23$
 $7^2 \cdot 11 + \frac{24}{6} - 23$
 $49 \cdot 11 + \frac{24}{6} - 23$
 $539 + \frac{24}{6} - 23$
 $539 + 4 - 23$
 $= 535 - 23$
 $= 512$

2. $9 \cdot (-\frac{5}{25}) - 8^2 + 16$
 $9 \cdot -\frac{1}{5} - 8^2 + 16$
 $9 \cdot -\frac{1}{5} - 512 + 16$
 $-\frac{9}{5} - 512 + 16$
 $-\frac{9}{5} - 496$
 $-\frac{4974}{5}$

3. $-8^2 \cdot (-12-19) + \frac{7}{56} - 43$
 $-8^2 \cdot -31 + \frac{7}{56} - 43$
 $64 \cdot -31 + \frac{7}{56} - 43$
 $-1,984 + \frac{7}{56} - 43$
 $-1,984 + \frac{1}{8} - 43$
 $-1,984\frac{1}{8} - 43$
 $-20,27\frac{1}{8}$

4. $5 \cdot 4^2 \cdot (-2-5) + \frac{36}{6} - 31$
 $4^2 \cdot -7 + \frac{36}{6} - 31$
 $64 \cdot -7 + \frac{36}{6} - 31$
 $-448 + \frac{36}{6} - 31$
 $-448 + 7 - 31$
 $-455 - 31$
 -486

5. $5^2 \cdot (-14-5) + \frac{16}{2} - 47$
 $5^2 \cdot -19 + \frac{16}{2} - 47$
 $25 \cdot -19 + \frac{16}{2} - 47$
 $-475 + \frac{16}{2} - 47$
 $-475 + 8 - 47$
 $-481 - 47$
 -528

6. $8^2 \cdot (5-2) + \frac{80}{5} - 21$
 $8^2 \cdot 26 + \frac{80}{5} - 21$
 $64 \cdot 26 + \frac{80}{5} - 21$
 $1664 + \frac{80}{5} - 21$
 $1664 + 16 - 21$
 $1674 - 21$
 1653

Area

rectangle
 $A = BH$
 12×6
 $72 u^2$

parallelogram
 $A = BH$
 7×7
 $49 u^2$

square
 $A = 7 \times 7$
 $A = 4 \times 4$
 $A = 16 u^2$

isosceles triangle
 $A = \frac{BH}{2}$
 $\frac{14 \times 7}{2}$
 $\frac{98}{2}$
 $49 u^2$

right triangle
 $A = \frac{BH}{2}$
 $\frac{10 \times 8}{2}$
 $\frac{80}{2}$
 $40 u^2$

obtuse triangle
 $A = \frac{BH}{2}$
 $\frac{16 \times 8}{2}$
 $\frac{128}{2}$
 $64 u^2$

CURRICULUM MATTERS *(cont.)*

(Continued from page 3)

as she could reach. Next, she toddled around to the far end of the table to pull the tablecloth over. She leaned over the table, but couldn't quite reach the edge. Undeterred, she returned to the first end, and pushed the cloth a little farther across the surface of the table. Now when she circled to the other end and leaned over, she could just reach it. She gave it a tug. As you can probably guess, this time she pulled the tablecloth too far. This required that she once more return to the beginning and pull the tablecloth toward herself until it was fully extended and just hanging over both ends of the table by an equal amount. She patted the cloth three times, first at one end of the table, and then at the other. "Whew," I thought, "that was a lot of work for a toddler!" But, to my surprise, she wasn't done.

Now she returned to the shelf to fetch a placemat. She selected a plaid one and put it on the tablecloth in front of one of the four chairs, and looked at it. For whatever reason, this plaid placemat just didn't appeal to her. So, she returned it to the shelf and selected a solid beige one instead. Apparently this satisfied her aesthetic sense, for she returned to the shelf three more times, and soon

before each chair there was a nice clean beige placemat.

She studied the table for a moment, and then toddled back to the shelf for a plate. The plates were white ceramic and as she headed back to the table the teacher made one comment. "Please remember to carry the plates with two hands." That's all. No "Be careful that you don't drop it!" Not even, "Oh what a



An MIR Toddler pours her own grape juice. The plate catches spills, allowing her to learn to control her movements more carefully, free from the interference of adults worrying about messes.

good job you are doing!" She continued with her work undisturbed.

After four trips, each placemat held a ceramic plate. Now it was time to bring the (real) glassware: one small juice glass for each place mat. Then she stood back and admired the table, but only for a moment, for there was another table to set! Without further ado, she

returned to the shelf and repeated the process of tablecloth, placemats, plates, and glasses for the second table.

But, she still wasn't done! Now she began arranging lunchboxes. Apparently, each child sits in the same place at the table every day. So, this tiny child put the correct lunchbox by each of the chairs.

As she concluded her

and happy and she joined her group of friends, with the satisfaction of a job well done.

It occurred to me as I left that hardly anywhere else could this have happened except in a Montessori classroom. Where else would the adult have considered that such a tiny child could be capable of setting the table, and would actually want to? What took this little one 30 minutes to accomplish, an adult could have done in three. In few situations would the child have been allowed the uninterrupted time she required to accomplish this large task. In most situations, a well-meaning adult would have undoubtedly said, "Here, that's too hard, let me do that for you," which might well have stopped this spontaneous expression of purpose and independence.

This observation occurred in December, the season of gift-giving in our culture. On this particular morning I witnessed what can happen when we respect a child's effort and need for real contribution and give them the time to accomplish their work. The sense of pride in a job well done and the belief that "I can do this!" is the true gift this child received that day. It is the gift we at MIR hope to give our students every day.

work, the teacher announced that it was time for the children to come to group time. It was also time for me to observe in a different classroom, so I retrieved my things and glanced at my watch before rising to go. I had been watching this one little girl for 30 minutes! And, did she look tired after her exertions? Not in the least. In fact, she looked refreshed

From the MIR Development Office

YOU DID IT! 100% and \$50,000!

For the first time ever, MIR has reached both of its goals for the Annual Fund: 100% participation by the whole school and \$50,000 in funds raised. Your generous and timely pledges and donations have made this possible, and frankly, “thank you” doesn’t convey our sentiments strongly enough. “**We think you’re awesome**” comes closer.

This means that every class has reached 100% participation, enabling them to benefit from all of the classroom participation incentives. The Toddler classes, and many Primary classes, will combine their resources on the outdoor musical instruments to order larger ones for all to share. In addition, the school will hold an all-school picnic and musical performance. We’ll provide more details soon.



Thank you for helping every class reach 100%!

COMMUNITY (cont.)

(Continued from page 1)

most is our MIR community. It is this sense of community that makes Montessori in Redlands much more than just a school. In today’s world, there is a loss of community in the social context. Town centers and gathering spaces are rare, and with our over-scheduled lives, our default mode is to retreat to our individual insular houses. Raising children requires a village, and I am grateful to have and be part of the MIR village. The dedication of our staff, the participation of our parents, and each and every unique individual child is a vital thread in the fabric of our school. We are, first and foremost, a community of people who forward our mission—starting our children on their life’s journey.

The last week of December, we received a restricted donation of \$10,000 as part of our Annual Fund. This gift put us over the \$50,000 mark, which means MIR met both of its Annual Fund goals for the first time. As promised, we are going to celebrate with an all-school picnic and musical performance in April. But we will not be celebrating the money we raised or meeting our goals. We will be celebrating our *community*.

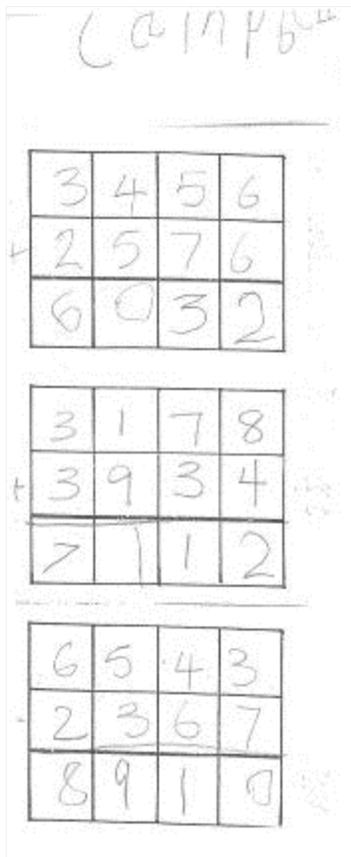


PARENT ED NIGHT
(cont.)

(Continued from page 1)

how did my child learn to read? What is a metal inset used for? He is talking about the “thousands” now, when he only knows how to count to 10?

Learn the answers to these and other questions at our next Parent Education Night, *Reading, Writing and Arithmetic the Montessori Way*, on Thursday, January 17 at 7 PM. MIR teaching staff will demystify the Montessori method of learning the basics through all the levels and help you understand your child’s progress a little better.



MIR News and Notes

Elementary choir to start:

Elementary teacher Kelly will lead a choir for 6-10 year olds starting in February. Look for more information in your parent folders in late January.

Lango classes resume on January 8:

Classes are offered separately from the MIR school day and require separate registration. Classes last 10 weeks and are held on Tuesdays and Thursdays at the following times:

- Spanish (ages 3-6): 3-3:30 PM

- Spanish (ages 6-9): 3:45-4:30 PM
- Chinese (ages 4-9): 4:45-5:30 PM

The cost is \$279 per child, which covers the class and materials. Enroll online at langoredlands.com or call 909-528-3154.

Students who end their school day at 3 or 3:30 PM will be escorted to the Lango class, but parents must sign them out from their MIR class at their standard time. Students whose day ends at 5 PM will be escorted to and from their Lango class.

6th Year Students to Host Pancake Breakfast

MIR 6th year Elementary students will host a pancake breakfast at Applebee’s in Redlands on Saturday, January 12. The students will be serving three pancakes, butter, syrup, two sausages, and drinks.

Tickets must be purchased in advance and cost \$10 each. To buy tickets, contact any 6th year student, or email Lisa Kensok at lisa.kensok@montessoriinredlands.org.

January 2013

Mon	Tue	Wed	Thu	Fri
31	1 A HAPPY NEW YEAR	2	3	4
School closed for the holidays. No school; childcare by reservation.				
7 School resumes	8 Lango classes	9	10 Lango classes	11 Coffee, Tea, and M.E., 8:45 AM
				12 6th Year Pancake Breakfast
14	15 Lango classes	16	17 Lango classes PTM Meeting, 6 PM Parent Ed Night, 7 PM	18
21	22 Lango classes	23	24 Nikki and Maria's classes trip to Orange Empire Railway Lango classes	25 Bluebird Assembly, 9:15 AM
School closed for Martin Luther King, Jr. Day. No school; no childcare.				
28	29 Lango classes	30	31 Lango classes	1 PTM Skate Night, 5 PM

