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## USING INTELLIGENCE

by MANDIE CODY SCHADWINKEL, ASSISTANT HEAD OF SCHOOL

As I've been observing in the Montessori in Redlands (MIR) classrooms, I've been thinking about how acquiring, utilizing, and demonstrating intelligence happens with children and how learning environments can facilitate these processes. How children gain and use intelligence is anything but linear or easy to measure. It is complex and sophisticated, and scientists discover more and more about the role of development in children each year.

Maria Montessori understood that education and intelligence encompass much more than the prevailing thoughts that a child is an empty vessel and that the words of an adult are the key to enlightenment. She once wrote, "If education is always to

be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future." She understood the importance in helping adults to see that a transformation in how educational systems view knowledge and the acquisition of it was crucial for our future.

In Montessori teacher training, we learn how to recognize, facilitate, create, guide, and expand the opportunities that allow children to experience all kinds of opportunities for intelligent work.

It's helpful to note how Dr. Montessori's writings compare to those of more recent psychologists, experts in human

*(Continued on page 4)*

## MONTESSORI U EVENTS IN NOVEMBER

### LOWER ELEMENTARY GUIDED OBSERVATIONS

November 2, 3, or 6, 9:15-10:15 AM  
*Invitations to sign up were sent by email.*

Families will meet briefly with an administrator, observe in their child's class for 30 minutes, then reconvene as a group to meet with their child's teacher for discussion about what they saw.

This is a pilot program this year for new Lower Elementary families. We hope to roll it out to more families next year. Links to sign up were sent by email.

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# BOARD REPORT

## THE WORK OF THE BOARD

by TREVOR NORTON, PRESIDENT

Last month, I introduced you (on paper) to the members of the Board of Trustees. In the following months, you will get to hear about the work performed by the board through our various committees, so this month I wanted to tell you a bit about how we are structured and what we do as a whole board.

Most of the “heavy lifting” occurs in our committees—that’s where the real work of the board happens. We have several standing and a few ad-hoc committees. Our standing committees are Executive (the leadership team of the board, which comprises the president, vice-president, secretary, and treasurer); Finance; Development; and the Committee on Trustees. You will get to hear about each of those committees in the following months directly from the chairs. We also currently have two ad-hoc committees—

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## PTM NEWS

### THE ENTERTAINMENT TOOL BOX

by LAURA HOUCK AND EMILY ROBISON, PTM ROOM REPRESENTATIVES

The fall brings the holidays, family, friends, cooler weather, but it also brings a lot of days off school. You feel prepared for yet another three-day weekend and stock up on arts and crafts, but by 10 AM on Monday, they have finished all the projects for the day and you realize there is still 10 hours until bed time. Your kiddo or kids are starting to lose their minds and running around the house like wild animals... what are you going to do with these kids!?

We can empathize and have put together a box of tools for you! We hope this article gives you some local ideas for things to do on a long weekend.

#### ONLY HAVE A COUPLE OF HOURS? STAY LOCAL:

- High 5 Indoor Playground: This highly padded playground is a great option for when the kids are bouncing off the walls. There is a separate room for children 5 and under. [high5indoorplayground.com](http://high5indoorplayground.com)
- San Bernardino County Museum: Edu-

cational, great AC on hot days, live animals, fossil digging, and tons of activities. [sbcounty.gov/museum](http://sbcounty.gov/museum)

- Splash Kingdom and Big Air Trampoline Park: Trampolines, arcade games, concerts, and water park rides. Toddler time is Sundays 9-10 AM. Don't forget about the adult upper deck sports lounge. Save some cash with online tickets at [splashkingdom.net](http://splashkingdom.net).
- Market Night on Thursdays in downtown Redlands: For nights you don't want to cook, multitask dinner, grocery shopping and bounce houses in one spot! Get it done!

#### Art Classes:

- Color Me Mine: [redlands.colormemine.com](http://redlands.colormemine.com).
- Redlands Art Association: [redlands-art.org](http://redlands-art.org).
- Day Care at Harkins Theater while you enjoy some adult time: when you're just done. [harkins.com](http://harkins.com)
- Greenspot Farm in Mentone: Open to the public year-round for animals and

special events. [greenspotfarms.com](http://greenspotfarms.com)

- The Pumpkin Factory at Live Oak Canyon in Yucaipa: Special unlimited rides wrist bands available on Tuesdays for \$20/person! [thepumpkinfactory.com/live-oak-canyon-pumpkin-patch-home/](http://thepumpkinfactory.com/live-oak-canyon-pumpkin-patch-home/)

#### YOU DON'T NEED A HOUSE IN MAMMOTH TO PLAY IN THE SNOW:

- Forest Falls: Offers great hiking, including The Big Falls Trailhead and Vivian Creek Trailhead.
- Big Bear, California: Big Bear Snow Play area for tubing ([bigbearsnowplay.com](http://bigbearsnowplay.com)), and Alpine Slide at Magic Mountain ([alpineslidebigbear.com](http://alpineslidebigbear.com)) has a bobsled run and lots of other activities. Snow Valley Snow Play ([snow-valley.com/explore-sv/snow-play](http://snow-valley.com/explore-sv/snow-play)) has sledding, and Snowdrift Tubing Park ([snowdrift.net](http://snowdrift.net)) in Running Springs is great for little kids.
- Wrightwood California: Mountain High Resort. [mthigh.com](http://mthigh.com)

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# CURRICULUM MATTERS

## PROCESS, NOT PRODUCT

by JENNY EWALT, PRIMARY TEACHER

Take a trip down memory lane with me would you...think back to when you were in grade school...Remember what your refrigerator looked like? Mine was covered in artwork, spelling tests, and every scrap of paper I brought home from school. I would dump the bag out and my mom would tac it all onto the fridge with a magnet. In my traditional public school education, emphasis was put on the “product” of a day's work. When I brought home spelling words written repeatedly, mathematical operations worked though, and art that I had created, it was a sign that I had worked hard and learned a lot. We have to ask ourselves though, is paperwork truly a sign that our children are working hard?

Montessori stated that it's the process not the product that truly matters. Through the work being done, the child will acquire the newly desired skill and

build mental faculties even if she never completes it. The product is therefore not the piece of paper she has written on, but rather the knowledge gathered. A simple example is that of a child's painting.

“What did you make?” is often the question we ask. Sometimes the subject is a bird or a train or the child's family. Looking at this finished product, we can't possibly see that this child used the brush to perfect her pincer grip preparing for writing skills, she mixed red and blue creating purple, she counted the arms and legs to make sure she had the correct amount on each person, or that she spent a solid 15 minutes focused and concentrated on using the space given to tell her story. All of that and she may even leave it hanging outside to dry and forget about it. You see, for the child, the work put into it was her masterpiece, not the painting itself.

In the Montessori environment, you don't often see hoards of paperwork coming home for this reason. A lot of the materials are designed to be experienced without the pressures of a paper and pencil. It isn't until the child reaches the final step of committing a certain skill to memory that she will create a tangible product. For example, when a Primary student first learns addition, it is in a very sensorial way at 3 years old with the number rods. She will then move to golden bead addition, and it is not until she has reached the stamp game that she will use paper to do the operations. Yet she has been learning about addition for well over a year at that point. She has had a chance to truly understand the concept, practice the skill in a very tactile way, and make mistakes before committing the answer to paper.

This is not a difficult concept for children; they learn from adults to find value in their product. More often than not, I find art work left on a countertops and finished cursive writing that was tossed aside. Children crave experience, and you as parents can provide that for them! Try using water to paint on a sidewalk or let them trace letters into shaving cream. The best part is that we no longer have to feel guilty about tucking away our child's many masterpieces, for we know the importance lies in how it made them feel while creating it.



[F]or the child, the work put into it was her masterpiece, not the painting itself.

The *MIRROR* is published by Montessori in Redlands, 1890 Orange Ave., Redlands, CA 92373, License number 360910803-4-5. © 2017 Send questions, stories, or photos to [lkensok@mir.org](mailto:lkensok@mir.org).

## PARENT EVENTS

(Continued from page 1)

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### FALL PARENT-CHILD NIGHT AND TURKEY DINNER

Tuesday, November 7, 5-7 PM

School and childcare close at 5 PM

New this year—a fall Parent-Child Night! This is one of the most popular events we hold, and we are holding two this year so you can see how your child is growing throughout the year.

Your child will show you what he or she does each day. This is your chance to enjoy the pride they take in the work that they do. Teachers will be on hand to guide children as necessary. You'll be able to ask specific questions about your child's progress at Parent-Teacher Conferences.

School and childcare close at 5 PM for this event. If you have more than one child at MIR, the schedule gives time to rotate to each child's classroom.

Fall Parent-Child Night activities take place in Toddler, Primary, Lower Elementary classrooms, and Kristen and Emily's classes. Kelly's 6<sup>th</sup> year students will host a Turkey Dinner as a fundraiser towards the class of 2018 Washington, D.C. trip. For \$5 you'll get a turkey meatballs, vegetable soup, salad, bread, and a beverage. This is a great way to keep your younger ones from getting hungry on this late night at school.

### EARLY CHILDHOOD PARENT EDUCATION NIGHT: BEGINNINGS

Wednesday, November 15, 6 PM

Childcare offered to enrolled Toddler and Primary students. Students will be fed.

Families of children ages 0-4 are invited to this special Parent Education Night. Hosted by Peter Davidson, the Toddler teachers, and our Student Services team, this evening will cover the developmental stages of children at these ages and how you can support your child's development at home. Sign up via the Parent Portal.

## USING INTELLIGENCE

(Continued from page 1)

development, and educational leaders. So much of what current research is revealing about human development now is affirming what Montessori discovered long ago; she was (and still is) ahead of her time!

Robert Sternburg is a psychologist who believes there are three facets of intelligence and that it's important for educational entities to validate and support the development of them all. According to his triarchic theory of intelligence, **analytical intelligence** is the ability to compare and contrast, evaluate information, think abstractly, and explain situations well. **Creative intelligence** is when people react to situations with creativity, insightfulness, and imagination. They are able to synthesize and apply information that they've learned in one context to another context. It's when connection to the internal and external worlds occur. **Practical intelligence** is used when deciding how to act in particular situations. It's applying our abilities to daily life and using "common sense." This intelligence increases with how much is learned from prior experiences (not just simply how many experiences one has acquired). Not all of these three facets of intelligence are easy to quantify in our culture's standard means of assessment, and yet we know how important they are all to the process of thinking.

With that context in mind, here are a few examples of some of my favorite observations over the last month at MIR.

A Toddler was riding a tricycle around the paved path on the Toddler playground. He eventually ended up partway in the grass section near the path. He noticed it was harder for his trike to move that way and he got off to look at the tires. He spent several minutes moving the tires back and forth with his hands and noticing

(cont.)

how the trike moved. He moved his trike off the grass this way and got back on to continue riding on the path. Never once did he appear frustrated with this process.

Wow—all kinds of analyzing and inquiry happening here! The adult around him noticed the situation and was carefully observing his approach to his situation. He was given time and wasn't interrupted - the two most critical things he needed from the adults during those moments of engagement and focus.

A group game was being played in a Lower Elementary classroom and part of the procedure was to say, "ok" to initiate the next step. A child raised his hand and said he thought that the group would do better with a little more time to plan for the next step and suggested a "one, two, three" cue instead of just the "ok" cue. They were able to implement that change and consider if that was helpful.

In Montessori classrooms, it is commonplace to invite the group to develop and reflect on some of the procedures and practices of activities. Others are encouraged to share their ideas and assessments. This is an important part of children becoming an engaged member of their class. They realize that their voices are continually shaping the culture around them and that listening to the perspectives of others is an important aspect of community life.

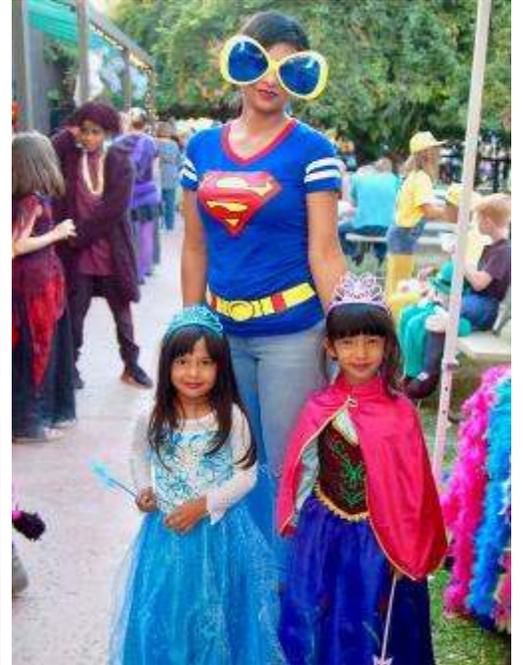
An Upper Elementary boy was focusing intently on a math activity called "The Powers of Two" for 45 minutes one morning. The work includes cubes the children manipulate that represent the power of different numbers. During this lesson, the teacher explains certain mathematical concepts like the base, exponents, and that the power of a number is a multiplication using just that number. The child goes on to see and to label two to the first power, two to the second power, two to the third power, etc..

The materials that Dr. Montessori devel-

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# MIR SCRAPBOOK

## *HALLOWEEN, THE GREAT SHAKEOUT, AND FALL ACTIVITIES*



# WORK OF THE BOARD

(cont.)

(Continued from page 2)

Facilities and Transition. Each committee, and the board as a whole, has annual goals that were set at our retreat last summer. The committees generally meet monthly to work on their goals and then report to the board at our regular meetings (generally 7-9 times per year).

Our board meetings consist of hearing from the various committees through reports, presentations, or a combination of both. Sometimes we vote on issues requiring a vote. We get a “state of the school” report from the Head of School; and finally, we have a generative discussion at each meeting that encourages us to make sure we are thinking about and discussing issues at a higher level. It can be easy to get bogged down in the every day operation of a school, and our generative discussions are in place to make sure we are thinking beyond that and really considering the future of the school.

Ultimately, our goal is simple: to ensure that the school has the tools to accomplish its mission now and in the future; to make sure Montessori in Redlands is an environment where children begin a life journey of self-realization, love of learning, and global responsibility.

# USING INTELLIGENCE

(cont.)

(Continued from page 4)

oped were designed to help “materialize abstraction” and demonstrate and clarify concepts as concretely as possible for the children’s understanding. This is an example of some pretty serious mathematical awareness and analytical intelligence being aided by the Montessori materials.

A girl in a Primary Community was using a special “banana cutting” tool and had twelve

pieces of banana that she had put a toothpick in the center of and was asking children if they were interested in having a slice as a snack. Ten children said they were interested, and she had two slices left. She spent some time looking at the slices and was talking to herself saying “hmm, I have two more left”. She then started to walk around and ask only those children who had earlier said “no, thank you” to see if any of them changed their minds. She would pause at each person she approached and would recall if they had already had one or not. One person took her up on her offer for a banana slice. The others were still not interested. She looked at the last slice and ate it!

An example of practical, analytical, and creative intelligence at work all together. She had a very practical problem to solve - how to make these banana slices disappear by the appropriate means. She combined her skills to work on a solution that solved the situation to her delight.

During recess, a small group of elementary-aged children were building with “raw materials” (rocks, branches, leaves, fallen fruit, rope, etc.) and decided to build an exercise area for ants. They had a rope and needed to attach it to a branch and then secure it to the ground for easy access for the ants. They listened to each other’s ideas, tried them out, adjusted their plans, tried again, modified their plans, tried again, talked about what didn’t work and why, etc.

These children were hard at work and very serious about what they were creating. They were 100% engaged, and I’m convinced that this experience they had during recess time was one that was just as valuable as their more formal lessons that they had that morning and afternoon with their teacher and peers. Children need a variety of opportunities to fully activate their thought processes and understanding as well as transferring their knowledge from

(Continued on page 7)

# ‘DONE IN 31’ RESULTS

By JILL MCDERMOTT,  
DEVELOPMENT COORDINATOR

Thank you to all the families, board members, and staff of MIR who donated generously to the MIR Fund during our “Done in 31” campaign!

With your support, we reached 96% community participation as of October 31.

Donations totaled just over \$62,000, with 22 families donating \$1,000 or more. Families who donated at this level will receive a paver in our Legacy Garden. Look for an email from me soon with instructions on submitting your inscription.

MIR is a nonprofit and the MIR Fund is an important source of funding for the school. By running an annual campaign rather than raising tuition, families are able to give according to their means, which lowers the monthly tuition costs for everyone.

The funds collected will be used to

- **Make improvements to the campus**, including completing the Student Services Center on the north campus.
- **Send teachers to conferences and training courses** to maintain and enhance their skills.
- **Support tuition assistance** for families who find themselves in an unexpected financial crisis.

We are deeply, sincerely grateful for your generosity and spirit of giving.

Thank you!



Staff



Board



Current Families

## USING INTELLIGENCE (cont.)

(Continued from page 6)

one context to another.

Through setting a table, learning to write and read, working through a conflict on the playground, understanding squaring and cubing, dressing oneself, examining the patterns and parts of speech, and thousands more examples, the process of acquiring intelligence to prepare oneself for life is all around us at MIR and guided with great deliberateness.

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## ENTERTAINMENT TOOLBOX (cont.)

(Continued from page 2)

### LEAVE YOUR WALLET AT HOME...FREE LOCAL IDEAS:

- Oak Glen: You may already know about the petting zoo and apple and berry picking in Oak Glen, but did you know there is an amazing, FREE botanical garden with events, and it's safe for kids and dogs! Also, there's kid-friendly dinner theatre events at Riley's Farm.

### Arts and Craft Options:

- Lowes and Home Depot Craft Days and Lakeshore Saturday Arts and Crafts.

### Story Time Options:

- Frugal Frigate ([frugalfrigate.com/in-store/storytime/](http://frugalfrigate.com/in-store/storytime/)) children's bookstore and AK Smiley Public Library ([akspl.org](http://akspl.org)) both host story times and special events.

### Play Time:

- Play at the park!
- Call a friend! Playdates are a great way to get to know your children's friends and other MIR families.

WANT TO MAKE A DAY OF IT? A BIT OF A DRIVE, BUT TOTALLY

### WORTH IT:

- The Living Desert in Palm Desert: affordable zoo experience. [living-desert.org](http://living-desert.org)
- Kids Space in Pasadena: [kidspacemuseum.org](http://kidspacemuseum.org).
- Joshua Tree National Park: Great hiking, bouldering and camping. Great place to enjoy the stars and super moon (December 3<sup>rd</sup> is the next one).
- Children's Discovery Museum of the Desert in Rancho Mirage: [cdmod.org](http://cdmod.org).
- Highland Springs Ranch & Inn in Beaumont: Christmas events including FREE Santa visits, gingerbread workshops, stocking decorating and arts and crafts. [hsresort.com](http://hsresort.com).
- It's Southern California...go to the beach. It's amazing in the winter.

We are extremely lucky to live in a community with weekly events and opportunities for our kids! A great resource to stay up to date on local events is [AboutRedlands.com](http://AboutRedlands.com).

If all else fails, there's always Netflix!

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## STUDENTS COLLECTING FOR HYGIENE KITS FOR THE HOMELESS

By KRISTEN ALPERT, TEACHER

This month we celebrate Thanksgiving, coming together with family or friends for feasting and fellowship. As we look forward to Thanksgiving and the beginning of the holiday season, we want to invite you to join us in helping those in need within our greater community.

Upper Elementary students are holding a hygiene kit drive for the homeless this month. Hygiene kits comprise gallon sized bags full of necessities and items for per-

sonal care. The students will work with the whole school to put together more than 300 kits with the help of all classes.

During November, we are requesting donations for the kits. Items can be brought in any time and deposited in a box we'll provide outside your child's classroom. In December, Upper Elementary students will assemble the kits with the help of younger classes. The kits will be delivered to local nonprofit organizations on Thursday, December 14.

Following is a general list of the types of items we are requesting. **Please sign up in your child's classroom for specific items to ensure we have the proper number needed for each kit.**

- Band Aids
- Comb or small brush
- Crackers with peanut butter or cheese
- Fruit snack or applesauce cup
- Granola bar or cereal bar
- Hand wipes
- Lip balm
- Sanitary napkins
- Mints, cough drops or gum
- Nail clippers
- Pack of tissues
- Socks
- Toothbrush and toothpaste
- Easy-to-open tuna and crackers
- Water bottle

**Every item that you donate is greatly appreciated and will make a difference in the life of another.** Happy Holidays!



# CALENDAR

## STUDENTS TO CELEBRATE GISday LEARN ABOUT YOUR CHILD'S PROGRESS AT PARENT-TEACHER CONFERENCES

### GISday

On Wednesday, November 15 parents and local community members will visit with MIR students to show them how geographic information system (GIS) technology is being used for everything from keeping the electricity running to running a business. For more information, visit [gisday.com](http://gisday.com).

Volunteers are still needed to present to some of our classes. If you are interested, please contact Lisa Kensok at [lkensok@mir.org](mailto:lkensok@mir.org) for information.



GIS software company Esri designed the "CrowdRescue Puerto Rico Infrastructure Map" for residents and emergency workers to provide crowdsourced updates on Puerto Rico's infrastructure. Esri routinely volunteers its GIS expertise for disaster response, including for hurricanes Harvey, Irma, and Maria. [www.arcgis.com/apps/webappviewer/index.html?id=24da7c00f59a4876989c4e7b02e0a3ab&extent=-7550145.754%2C1989803.0956%2C-7256627.5654%2C2138702.4267%2C102100](http://www.arcgis.com/apps/webappviewer/index.html?id=24da7c00f59a4876989c4e7b02e0a3ab&extent=-7550145.754%2C1989803.0956%2C-7256627.5654%2C2138702.4267%2C102100)

Parent-Teacher conferences offer you precious individual time with your child's teachers. Conferences will be held Monday and Tuesday, November 20 and 21. You will receive a progress report for your child and be able to discuss your child's growth in each academic and social-emotional area.

You were sent an email with instructions on how to sign up. Sign up for related childcare via the Parent Portal (go to [mir.org](http://mir.org) and click the orange Parent Portal button at the bottom left of the screen).

Some teachers have additional dates and times available for conferences, and those will be displayed on their schedule. If you are unable to meet during any of the available slots, please work directly with your child's teacher to arrange an alternate conference time.

## November 2017

Mon	Tue	Wed	Thu	Fri
30 Kelly—Spanish field trip  Dance	31 "Done in 31" campaign ends  Soccer	1 Payments Due Childcare RSVPs due for Veterans Day Emily—Spanish field trip Math Club Dance	2 Kristen—Spanish field trip Whitney—Huntington Library PTM meeting, 6 PM Sportball	3
5 Daylight Saving Ends  Dance	7 School closes at 5 PM Parent-Child Night & Turkey Dinner, 5-7 PM  Soccer	8   Math Club Dance	9 Retake/make-up Picture Day  Sportball	10 Veterans Day Observed No school, childcare by reservation.
13 Staff in-service No school, no childcare.	14   Soccer	15 Childcare RSVPs due for P/T Conferences GIS Day Teesie/Venus—Cal-Earth Early Childhood Parent Ed: Beginnings, 6 PM Math Club Dance	16 Sara—Thanksgiving feast, 11 am Nikki—Thanksgiving potluck, 11:30 AM  Sportball	17 Assembly, 9:15 AM Emily—Somerset Place Maria's—Thanksgiving potluck, 11 AM Kara/Jenny—Thanksgiving potluck, 12 PM PTM Family Skate Night, CalSkate, 5-7 PM
20	21	22	23 Thanksgiving Day	24
Parent/Teacher Conferences for all classes. No school, childcare by reservation.		School and childcare closed for Thanksgiving holiday break.		
27  Dance	28	29  Dance	30	1 Payments Due