



## Flow of the Day

We are a small school, and quite honestly, I have kept it that way on purpose. We have a traditional AMI Montessori classroom. We have one class with two large rooms for the children. One room is filled with all of the traditional Montessori materials, and the other has some of the Montessori materials, along with an oven for baking projects (and to heat up lunches), and a classic kitchen set, trucks, building blocks, etc. for play.

The day begins with drop off between 8:30 and 8:45. We can be flexible with drop off if parents are having difficulty on a given day and need to come by early. Generally, we are here close to 7:30 AM. We also offer aftercare until 6:00 pm. Children are greeted on the playground when weather permits. They play, rake leaves, and help feed the birds. We go up to the classroom around 8:45.

The children do as much as they can by themselves, but our assistants are there for redirection or help as necessary. When the children come into the classroom, I greet them and many of them will help with little jobs, or they get out work. Many of them will sit on the elliptical line we have in the center of the room. I do not make children join for singing and story time at the beginning of the morning.

The children absorb the songs and when they are ready (many little ones are observers), they join in. I usually have several working while we sing or read.

After singing and a story, we might give a grace and courtesy lesson. It might be how to ask for something, or how to tell someone (“no”) not to disturb work. It might also be something a parent has brought up: tantrums, going to bed at night, etc. I try to make the lessons fun. One technique I use is to pretend I am one of the children, and my assistant will be the other person. Sometimes I have the older children help me act it out. We make the lesson fun.

After, we give the little ones the opportunity to go to the bathroom while I am giving choices to the older children. The choices expand as the child is able to self-direct and as concentration develops. During the first part of the morning, I am giving lessons to the little ones. When the little ones go outside (or across the hall to play) at 10:30, I work on the longer lessons with the older children. Lessons are given in reading, math, and geography, and their extensions.

I also have older children who want to go outside at times in the morning. I do not go by age. Some little ones want to stay in and are able to work the full morning right away. Others begin asking to stay inside the full morning later. It really depends on the child. We also do walks to Carnegie Institute campus and through Linnean Park on the way. The children love playing there. If a child does not wish to go, they are able to stay at school to play.

My classroom assistant and I are in the classroom throughout the morning. Our other teacher and assistant are across the hall in the playroom. If a child is in need of a quiet entry (difficult morning or arrival) they can go in the playroom, and when they are ready, come into the classroom. The playroom has a table for snack, and my assistants will get them involved in helping. After settling in, they usually come over to the classroom.

We eat lunch at 11:30. The children who stay half-day go home at this time. Staying the full day until 2:45 depends on the child. We have some little ones who stay the full day fairly soon. If a child is ready, I like to give them a few days of transition before staying the full day on a regular basis. We also have the option to stay through lunch with a 12:30 pickup.

After lunch, I have some office time. I might have a conference with parents who are having some difficulty at home or for any other reason.

During the time after lunch, the older children go outside or play across the hall for a while. After this play time, there is more class time. At about 2:15, depending on the time of year and the time necessary for them to put their coats and things on (we like to give them enough time to do what they can on their own); the children will do things like play the silence game, walk on the line, or listen to a story before going home. Before going outside, children do their jobs, and help clean up after lunch.

If a child needs or wants to rest, we have cots available for them. Children can eat snack when they want (which helps teach them to listen to their body's needs). I have a strong interest in nutrition, and encourage healthy whole foods and diversity. When possible, we have potlucks throughout the year to explore new foods.

I encourage prospective parents to talk to our current families. We pride ourselves in having a strong community of families, both current and alumni. After children leave Auguste, many come back each year to visit and to be teachers for a day. The children love this... especially the teenagers!

Our school size ranges from 20 to 25 students. Each year we usually have several children start in January. By January, we can have up to 30 children, which is a traditional AMI class size.