



Open Monday – Friday 7:30am - 6:00pm

(505)-554-3849

www.mvmabq.com



Staff Directory

Desert Willow Classroom

Ms. Wendy
Ms. Thari
Ms. Donna G.

Juniper Classroom

Ms. Donna P.
Ms. Sujani
Ms. Rebeca

Pinon Pine Classroom

Ms. Renee
Ms. Tami
Ms. Sam

After Care

Ms. Donna G.
Ms. Sam
Ms. Rebeca

Office

Ms. Susan

Substitute Support

Ms. Rebeca

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Dear Parents,

We are excited to be back at school! The teachers have been very busy preparing for a wonderful new semester of interesting discoveries and learning!

We want to welcome our new families and wish everyone a great school year!

~ MVM Staff

Reminders:

- * **Please drop your child off between 8:45 – 9:00am.**
- * **Read all information sent home.**
- * **No Peanuts allowed at MVM.**
- * **Sign your child in and out on the My Kidz Day Tablet.**

**Thank you,
MVM Staff**

Montessori Spotlight

—Maren Schmidt with Dana Schmidt, *Understanding Montessori: A Guide for Parents* © 2009 by Maren Stark

Montessori Vocabulary Made Clear: Normalization, absorbent mind, sensitive periods... if you sometimes wonder whether your child's Montessori teacher is talking about science or children, the answer is yes! Here are 12 key terms defined by experienced Montessori parent, teacher, school founder, school director, and columnist Maren Schmidt.

Understanding Montessori's Terminology: Montessori was one of the first educational theories to spring from direct, ongoing scientific observation of children. As a pioneer, Dr. Montessori did not have a ready-made vocabulary with which to describe the behaviors she observed and the developmental stages to which they pointed. As a scientist, Montessori expected teachers to use her same scientific methods of observation and analysis to help the children in their charge. In order to share her knowledge, Dr. Montessori coined the necessary terms. Today's Montessori teachers still learn from observing behaviors and assessing the individual child's development. And even though they still use Dr. Montessori's scientific vocabulary to describe the process, understanding Montessori is not as hard as it sounds.

Absorbent Mind:

Dr. Montessori used the term absorbent mind to express a concept of education being a "natural process which develops spontaneously in the human being." The absorbent mind is a "special psychic force at work, helping the little child to develop." This natural power that children possess helps them to absorb and learn from the world around them.

Apparatus (didactic materials, Montessori materials):

Montessori materials are a variety of hands-on lessons that are either manufactured or teacher made. These materials were designed and incorporated into the work with the children by Dr. Montessori, her son Mario, and the original Montessori adherents. Dr. Montessori used materials made by Itard and Seguin, notably the Moveable Alphabet and Command Cards from Itard and the Teen Board and Tens Board from Seguin. Other materials are designed to reveal certain concepts to the child through hands-on, uninterrupted exploration after an introductory lesson from the Montessori teacher...

Four Planes of Development:

Dr. Montessori saw the human being going through four planes, or stages, of development with each plane having unique characteristics and opportunities for learning.

First plane: from birth to six years

Second plane: from six to twelve years

Third plane: from twelve to eighteen years, and

Fourth plane: from eighteen to twenty-four years

Freedom & Responsibility:

The idea that freedom follows responsible behavior is an important concept in Montessori philosophy. We give opportunities to "respond with ability" and corresponding freedoms are given. For example, if you remember to bring your coat, then you will be given the freedom to go outside when it is cold.

Normalization:

The natural or normal state for a human being is characterized by four attributes:

1. A love of work or activity
2. Concentration on an activity
3. Self-discipline
4. Sociability or joyful work

The understanding of normalization doesn't require a leap of faith when you consider those moments you feel most alive and more "you" than any other time. When we do what we love and love doing it because we have the skill and self-discipline to do the activity well, those are the blissful moments of being human... In a Montessori school we are trying to help the child attain a natural or normal developmental process, which is referred to as normalization...

Point of Interest:

As the child is learning new skills, the Montessori teacher will repeat a lesson to emphasize a movement or sensorial experience that will help in acquiring that skill.

For example, for the child who forgets to dry his or her hands with a towel, the Montessori teacher may present the hand washing lesson again with a point of interest on the movements and sensation of drying the hands with a towel.

Practical Life:

The prepared environment of the primary classroom contains activities that help the child learn dozens of practical self-care skills such as hand washing, dusting, sweeping, clothes washing, and more. The child around the age of three years is extremely interested in these activities. Doing the work with the practical life materials, the child learns to work independently in the classroom and develops concentration. Practical life activities form the foundation for later work with reading and math materials for the four- and five-year-olds.

Prepared Environment:

We live in a world of prepared environments. Stores, theaters, and restaurants are examples of places that have been prepared to meet the specific needs of the user... The prepared environments in a Montessori school are created to meet the developmental needs of children based on observable behaviors; in many ways it is like a restaurant that is prepared to serve its customers...each Montessori environment is prepared by Montessori-trained people who understand the developmental needs of that age group.

Sensitive Periods:

Before the age of six, human beings are in a unique period of learning and development. At this time in our lives, we absorb certain information without conscious effort. Young children learn to walk, talk, and do hundreds of things without formal instruction or being aware of learning.

Montessori described these stages as sensitive periods of development, using a term from biologists... There are five basic sensitive periods of development from birth to age six: language, order, refinement of the senses, movement, and social relations. In the older child, these unique learning periods are called psychological characteristics.

Work:

Purposeful activity is called work. Montessori observed that children learn by engaging in purposeful activity of their own choosing. When children can choose what they do, they do not differentiate between work and play.

Work Cycle:

A basic work cycle begins with choosing an activity, doing that activity, returning the activity to order, and then experiencing a sense of satisfaction. That defines one unit or cycle of work. This sense of satisfaction, which may last a few seconds to a few minutes, helps motivate the child (and adult) to choose the next activity, thus creating another cycle of work...the development of a work cycle is an important component in the idea of normalization for the child.

Schmidt; reprinted with permission of the publisher.

Mountain View Support



Scholastic Reading Club

MVM is inviting you to join the Scholastic Reading Club! Early literacy begins with a love of books. What better way to develop your child's early literacy skills than a new book? Our school earns Bonus Points each time books are ordered. The Bonus Points help us obtain free books and classroom materials for your child's learning environment. Remember to check your parent mailbox for order forms that go out every month. Order online using the code on the back of the form (LGGYF)!

Box Tops for Education

Thank you to everyone that has donated Box Top Labels. You raised \$45.00 for the school last fall!

MVM will be collecting box tops for fall of 2019. The more points we obtain, the more we can supply our school. Every little bit helps! Thank you!

Birthday Celebrations



August Birthdays

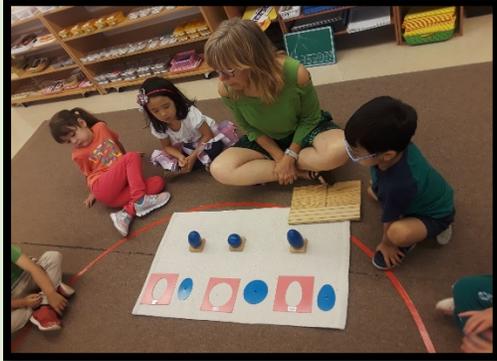
Winton – 8th	James – 28th
Ezra – 12th	Colton – 29th
Cora -17th	Averie – 30th
Camden – 21 st	Aniya – 31st

September Birthdays

Howard – 8th
Serena – 26th
Simon – 27th

Desert Willow

Ms. Wendy & Ms. Donna G.



First Weeks of School: The children have been assessed and are busy with their everyday work routine. The entire class is eager to learn and wanting new lessons. What a great start to the school year!

'All about Me' Starts our units of study. We began by learning about our classroom environment, the school and welcoming new friends. At the end of August, we discussed our emotions, "what are they?". In September, we will be introducing our timelines and looking at how we've grown. How we are becoming independent and socially aware of our surroundings.

Contracts: The Kindergarten children started using their individual work contract, which helps them with time management. A contract consists of completing language, handwriting, and math work; and a choice of Practical Life, Sensorial, Cultural, Botany, Science, or Zoology work. This enables your child to learn the responsibility of keeping track of her/his work. They will also be starting their homework packets at the end of September.

Handwriting: The children have started daily handwriting exercises. These will consist of push pin work, tracing, metal inset materials or writing their language words. We will begin with the three "P's" posture, proper paper placement, and pencil grip. These will be fun and extremely valuable lessons.

Zoology: We have covered the classification of living/nonliving, plant/animal, and vertebrate/invertebrate. In September we will begin our study of vertebrates by introducing mammals, which starts with learning the parts of the horse.

Geography: We began our study of Geography with the introduction of land, water, and air. The children then worked with the sandpaper globe. With this globe the children get a sensorial impression of land and water. The sand surface represents land and the blue surface represents water. (The tactile of rough & smooth.)

We also worked with the continent globe representing our continents by color, which is colored coded to our continent map. What country do we live in? We lived in the United States of America which is located on the Continent of North America. Learning through fun, the children are refreshing their memories with the Oceans and Continents songs.

Also, our environment is labeled with directions; North, South, East, and West and we practice being compasses as part of our circle time. The children really enjoy this game.

In Botany: we will discuss the parts of a root and what fruits and vegetables grow in the ground. We will grow a sweet potato plant and a carrot for the children to see the roots growing as well as checking our potato garden for harvesting.

September studies will also cover parts of an apple and who was Johnny Appleseed?

Science: brings continued studies of our bodies and discovering the functions of our 5 senses.

Ms. Wendy, Ms. Thari & Ms. Donna G.

Juniper

Ms. Donna & Ms. Sujani



Dear Parents,

Wow, what an amazing start to the 2019-2020 school year! We can already tell it's going to be a great year. The children have been introduced to the environment, both inside and outside the classroom. Together, we've begun to establish the routines and norms to create a culture within the room that is conducive to academic, social, and emotional growth.

Botany: We've talked about what grows above and below the ground. We will be discussing the parts of the plant we eat...some flowers, seeds, stalks, and roots! It's been fun to see who likes the different fruits and vegetables. In September, we will talk about apples and Johnny Appleseed.

Cultural: We are talking about our emotions and how to handle difficult situations. The kids really enjoy role playing and helping when a friend is having a hard time. We've been learning about careers in the community and what each child might want to be when they grow up. We will continue to discuss how we are alike and different. The timelines will be a great addition to this lesson. Please work on those and send them in at the assigned time.

Science: Primary and secondary colors have been a lot of fun. We will introduce a hands-on science experiment each week. Watch for pics in the mykidzday app. So far, we have experimented with shaving cream and made some really cool magic milk!

Geography: We have begun our study with land/air/water. We have introduced the sandpaper globe and will move on toward the colored continent globe. We have a few songs to help remember the continents and oceans. It's a catchy tune so perhaps you will hear it at home.

Zoology: With the start of the State Fair we thought it would be a great time to talk about farm animals. We will learn the parts of a horse and share fun facts about different farm animals.

Language: Each child will begin an individualized road to reading. This means that your child will work one-on-one with me in the processes of reading comprehension and fluency, based upon their style of learning, interest, and readiness. This process begins with Sandpaper Letters, emphasizing the phonetic sounds of letters. Once the sounds are mastered, we work on initial sounds of words and ending sounds of words, and then introduce the Moveable Alphabet. Our younger ones begin with conversation cards, opposites, rhyming words, picture stories and then move into the process mentioned above.

Snack day: Please make sure to check the snack calendar and provide enough snack for 16 children. It is helpful if you can bring in the snack the day before. State requirement is 2 food groups per snack.

We will do our best to provide pictures and updates weekly so please download and check the mykidzday app.

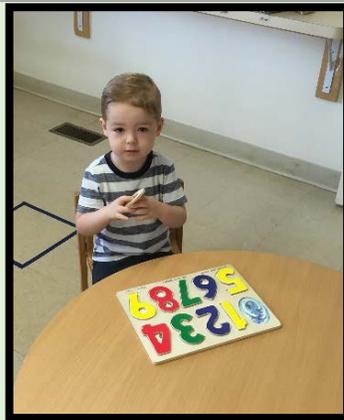
If you ever have any questions or concerns, please don't hesitate to reach out to one of us. We are always here to help.

As always, thank you for entrusting your child in our care,

Ms. Donna and Ms. Sujani

Pinon Pine

Ms. Renee, Ms. Tami & Ms. Sam



What a great start to the school year! The children are settling into the environment and getting to know one another as well as the dynamics of the classroom.

This month we have been talking about emotions and learning tools to be in control of them. We have talked about taking deep breaths to calm our bodies and our minds.

We are continuing to harvest our garden; the children enjoy eating and taking home the vegetables. We will be using the carrots to learn the parts of the root.

During the first few weeks of school we have worked on grace and courtesy with a focus on respect of others and the environment. We have discussed rules, why we have them and how they keep us safe. The children have come up with some classroom and playground rules, with some guidance, that we will be reviewing and posting up in the classroom.

In September, we are starting our unit "All About Me". We will be going over timelines and hanging them up in the classroom. Our discussions will include the similarities and differences that we all have and how we are all unique and special. We will also be learning about families and extended families.

In science, we will be learning about the parts of our bodies and our 5 senses. We will also begin learning about farm animals with a focus on the horse.

Afternoon enrichments will begin in September.

As the children become more acclimated, we are giving more one on one lessons using the Montessori materials. We are starting to have a better idea of where their strengths and needs are.

We anticipate an amazing semester and look forward to the children's continued growth.

Ms. Renee, Ms. Tami, and Ms. Sam

Aftercare

2-4 Ms. Sam & Ms. Rebeca



2-4 Class

In August, students have practiced sharing during play time and using their words to express how they feel. In circle, we have been learning Salsa and Costa Rican *cumbia*. The children love dancing and have shown interest in learning the basic steps. We also have been working on listening skills through story telling. The children have some time to do individual works in after care and enjoy this time very much.

In September, we will be working on fine motor skills by using scissors, folding, and working with play dough.

We will also practice Spanish colors throughout the month and build on the dance steps we have been practicing.

We look forward to working with the children on what they show the most interest in, as well as introducing new activities.

3-6 Class

In Aftercare, we are getting into a routine. The children are using kind words and taking care of the classroom environment. They are doing a great job of rolling their mats, pushing in their chairs, and cleaning up after snack.

We have been focusing on "All About Me" by talking about emotions, our families, and self-care.

In September, we will be playing board games on Fridays. I will choose 2 children to bring in their favorite board game each Friday. We will use board games to teach important skills such as taking turns, sharing, and following the rules.

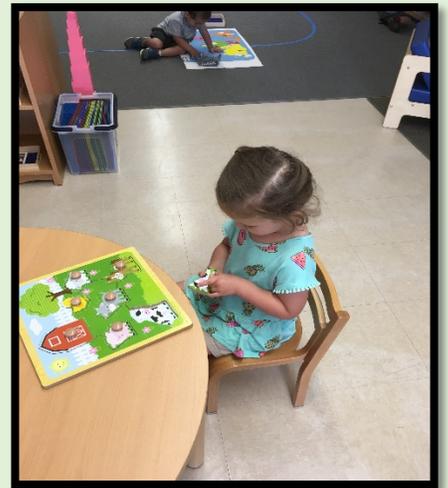
(Some ideas on board games to bring in are Candyland, Chutes and Ladders, Checkers, Connect 4, and Sorry)

3-6 Ms. Donna G.

Me and My Family



MVM Back to School





9/13/19 – All timelines are due.

9/16/19 – Family photos due.

9/18/19 – Frank Frost School Photos – order envelopes due.

9/20/19 – International Children’s Day – Children will dress up in their favorite/ancestral countries attire and sing songs from around the world. This will be an in-house celebration for students, with pictures and videos shared with families.



10/10 - 10/14/19 – Fall Break (Balloon Fiesta & Teacher In-Service). School resumes on Tuesday, October 15th.

10/18/19 – Wagner’s Pumpkin Patch Field Trip (Parent or guardian must transport and attend with child).

“The child seeks **independence** by means of work; an **independence** of body and mind.” “We must clearly understand that when we give the child freedom and **independence**, we are giving freedom to a worker already braced for action, who cannot live without working and being active.”

~Dr. Maria Montessori

Office News

Ms. Susan

Welcome MVM families!

I want to express my appreciation to all of you for helping make the new school year a success!

Your children are fast on their way to becoming independent, lifelong learners! By choosing a Montessori education, you are giving them the foundation to be successful leaders of tomorrow!

I will try to get information out in many different formats. However, if you find that you are not getting information in a timely manner, please contact me so that I can help expedite the information flow. I'm always open to suggestions!

Hopefully, everyone has downloaded MyKidzDay **parent** app so that we can streamline communication. If you are unable to see the pictures, then you have downloaded the "free sample" app, please delete that app and load the "MyKidzDay parent" version. I recommend checking the app at least once every evening. Please let me know if you are having difficulties with the it.

I have uploaded important forms to the website under 'parent resources' for your use. These include Medication Consent, Student Update, Schedule Change, and a blank Field Trip form. I have also added all the snack calendars. The school calendar is also on the website.

I'm looking forward to a wonderful school year!

All the best,
Susan

FALL PHOTOS

Frank Frost Photography
will be here on
September 18, 2019.

Traditional school photos will be done. Only children that have an order envelope with payment turned in will have their picture taken. Class photos will also be available on the order envelope.

<https://www.frankfrost.com/albuquerque-photographer-business-photography-headshots/>



We appreciate your dedication to your child/ren and our school!

Thank you for being a part of the MVM family and making this school a success!