

Inspiring a Healthy Spirit, a Strong Character, and a Clear Intellect



BLUEBIRD BULLETIN

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Reminder: You're Invited to Journey & Discovery

Montessori in Redlands and The Grove School invite you to join us for the semiannual Journey & Discovery on Saturday, November 5, 8 a.m.-2 p.m.

Get a comprehensive look at Montessori education, from toddlers to teenagers. Journey through the entire Montessori curriculum from 18 months to 18 years, then discover the curriculum for ages 18 months to 6th grade or 1st grade through 12th grade (your choice).

For most of us, Montessori is

(Continued on page 8)



Learning Inside the Classroom and Out!

by MAURA JOYCE, HEAD OF SCHOOL

"When the child goes out, it is the world itself that offers itself to him. Let us take the child out to show him real things instead of making objects which represent ideas and closing them up in cupboards."—Maria Montessori

Dr. Montessori worked hard to make sure that she had everything in the classroom environment that the children needed. Over decades of putting materials in the classroom and taking things out, she learned what the children would be attracted to using and what the children did not give any attention. As the children grew she changed not only what they were working with, but also *how* they were working with it. Soon, she realized that she had to limit the classroom to the basic tools to teach key lessons about concepts and ideas. She realized that the classroom itself would never be big enough for the child, for the child is interested in *everything*. She recognized that the children needed to go outside of the classroom with their learning, especially in the Elementary years. Outings and field trips became part of her

program.

The more children "go out" and have different experiences, the more interest they have in what is going on in the world. At MIR children go on a number of field trips—theatrical performances, museums, gardens, zoos, libraries—to expand the walls of the classroom and see what we cannot "bring in." In the Elementary classes, children use the "going out" program to extend their research. Different than an all-class fieldtrip, a small group of children may plan a trip for themselves as part of their work. For example, a science fair project may lead them to Jet Propulsion Laboratory in Pasadena or the Wildlife Hospital and Conservation Center at the Living Desert in Palm Desert.

Sometimes the "field trip" comes to MIR.

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PARENT-TO-PARENT

By Vanessa Leslie, PTM President

Thanks to all who made the Halloween Carnival a big success! Your volunteer efforts and donations made this a great event that was enjoyed by the whole MIR community. Thank you to all who participated.



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

Innisbrook Fall Fundraiser Results

PTM had \$3,332.50 in sales from our Innisbrook fundraiser and PTM receives 50% of the profits, money that gets reinvested in MIR to support events such as the Carnival as well as campus improvements. Remember you can continue to order from Innisbrook any time during the school year to purchase wonderful items and support Montessori. You can place orders online at innisbrook.com. Our school code is 102074. Orders placed online will be shipped directly to your home. Thank you to all families who participated in this fundraiser!

Keep Bringing in Those BoxTops

The first deadline this year for submitting BoxTops just passed but don't worry—we collect BoxTops all year! Keep bringing your clipped coupons to your classrooms or the office for collection. Thanks for your efforts!

Bluebird Lands in Paradise



Bluebird Ellie Zhang poses proudly in her MIR shirt in front of Hanauma Bay, Oahu, Hawai'i during a family vacation this summer. Have a picture in your MIR or Bluebird shirt? Submit your photo to lisa.kensok@montessoriinredlands.org.

PTM Family Skate Night was a Roaring Success!

We had a great turn out at CalSkate—our best ever. If you missed it this time, our next one will be held in February 2012 (after all the holiday craziness). A great time is had by all and we get the whole rink just for MIR. So whether you are learning to skate or are an old pro you have plenty of room to enjoy yourself.

Montessori Bluebird Items Now Available

T-shirts in all sizes will be available the 3rd week in November!! They will be selling at the front office for just \$12. You can also order these and additional Bluebird items online at aproductlabs.com/stores/montessori-in-redlands.html.

Next PTM Meeting

The next meeting will be held Wednesday, November 30, at 6 PM before the next Parent Education night. All are welcome and encouraged to attend. PTM will offer childcare for enrolled Primary and Elementary students.

PTM to Hold Holiday Food Drive for Joseph's Storehouse

PTM will again be organizing a food drive for Joseph's Storehouse this holiday season. The Food Drive will run from December 5 until December 16. To participate, bring non-perishable food to your child's classroom or the office during that time.

Joseph's Storehouse is always looking for additional help. If you would like to find out how you and your family can further assist Joseph's Storehouse now and throughout the holidays, please call 909-793-5677.

Report from the Board

by PAMELA FORD, PRESIDENT

Introducing Your Board

The members of the Board of Trustees for MIR have a wide variety of skills and talents to offer. Together we share fiduciary responsibility for the future of MIR and we take that responsibility to heart in all of our actions.

To make you a bit more familiar with the board members, I'd like to describe them briefly.

The newest members include Michele Verco-ski, who is the proud mother of three MIR Blue-birds. Michele practices law with McCune Wright working with many kinds of cases, including litigation. She is a runner with the MIR Running Club. She is also working on one of the WASC Self Study Focus Groups.

Another new member is Ramani Nambisan. Ramani herself attended Montessori so to her, it is natural and right that her daughters are Montessori children as well. One of them is at MIR, the other is an MIR alum! Ramani works at Esri and shares her talents as Secretary of the Board.

Dean Silliman has returned to the board after a brief sabbatical. We are happy to have him back---he's the one who takes the photos when we need them! Dean is also an attorney and has two daughters enrolled at MIR.

Walt Johnson serves as the Vice President. He is retired as a surgeon but is getting involved in international medical aid practices. His son is an MIR alum, currently enrolled in The Grove School.

Leon Garcia has been the treasurer for a few years. His profession is in property and money management, but his favorite activities are with his two boys and their soccer exploits. One of them is at MIR and the other is at Grove.

Robert Dawes recently retired from his position as Auditor General of the US Air Force and

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Curriculum Matters

By PETER DAVIDSON,
ASSISTANT HEAD OF SCHOOL

Introducing the Decimal System

The role of education is to interest the child profoundly in an external activity to which he will give all of his potential. —Maria Montessori

While meeting with prospective parents on a recent morning, I asked what they had seen in the primary classroom that they had just observed. “We saw several children, who couldn’t have been any older than five, working with numbers into the thousands! And it looked like they were doing addition! How is that even possible?” After assuring them that these were normal children and that we were not in the business of pushing children, I described how we introduce the decimal system and the mathematical processes with numbers into the thousands with a material called the golden beads.

In this material, an individual golden bead is referred to as a *unit*. A line of 10 beads connected and strung on a wire is obviously a *ten*. A *hundred* is literally 100 of those golden beads, laid out as 10 of those bars of *ten* connected to make a square. “What do you think a *thousand* looks like?” I asked. “A cube?” the father tentatively suggested. “You’re right, it’s 10 of those hundred squares stacked up and connected by wire to make a cube of 1000 beads. In the introduction to golden beads, the teacher counts with the child the 10 *units* that make up each *ten*, the 10 *tens* that make up each *hundred* and the 10 *hundreds* that make up each *thousand*. In this way the children can actually wrap their hands around and feel the differences in the categories of the decimal system and understand upon what basis to exchange them.”

Once the child has lots of experience with the golden beads and can bring the teacher whatever quantity of beads she requests (6 units, 4 hundreds, or whatever), she can introduce the symbols that represent these numbers. The child already knows the numbers 1 through 9, as well as the symbolic representations for numbers through 100. So, the only new concept is that one can distinguish the categories easily by the number of zeroes—no zeroes in *units*, one zero in *tens*, two zeroes in *hundreds* and three zeroes in numbers in the *thousands*. As a help to their memory and

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CURRICULUM MATTERS (cont.)

(Continued from page 3)

recognition, each category is represented in a different color, a pattern that will repeat in all of the decimal system materials the child will use over the next seven years: *units* are always green, *tens* are blue and *hundreds* are red. *Units of thousands* are green, *tens of thousands* blue, etc.

“It just so happens that I was working on addition with the golden beads with two five-year-old boys in that classroom a few days ago,” I continued. “Let me describe the process for you. Let’s call the boys Bob and Johnnie. First, I asked each boy to put out a set of small number cards from 1 to 3000. They worked together to put out a larger set of cards from 1 to 9000 on a rug. This is the set we’ll use to

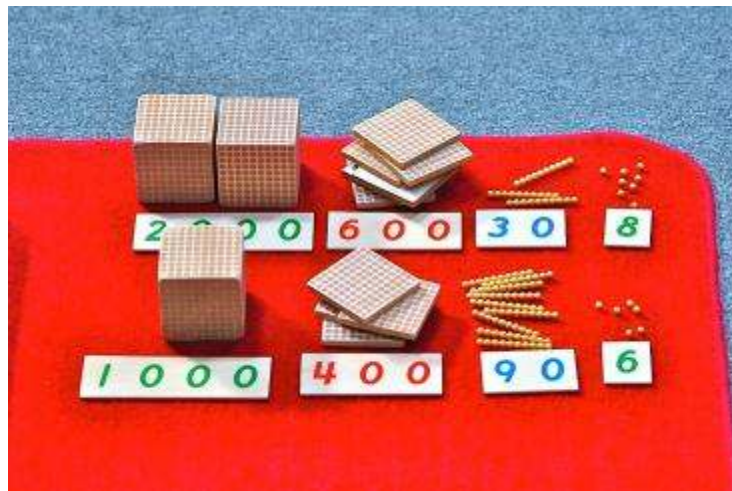
record the answer. Next, I made a four-digit number for each of them with his small number cards: 3,497 for Bob and 1,934 for Johnnie. Each boy got a tray and fetched that actual quantity of beads from the shelf.

“They combined their quantities, dumping all of their beads in one big pile on a rug, then sorted their combined beads into categories – *units* to the right, then *tens*, *hundreds*, and *thousands*. I invited Bob to start counting, reminding him to start with the *units*. ‘1-2-3...’ When he reached 10, I stopped him, and asked what he could do with those 10 *unit* beads? He replied that he could take them back to the shelf and exchange them for just one *ten* bar, which he did, placing it with the other uncounted *ten* bars in the pile. He then counted the one remaining *unit*, and fetched the large number card ‘1’ for the answer.

“Next, Johnnie counted the *tens*, and what do you think he did when he got to 10 of them? Without any prompting from me he took them to the shelf and exchanged them for their equivalent, a *hundred*. He then counted the remaining *tens* and retrieved the large number card ‘30’ as the answer. Then it was Bob’s turn to count the *hundreds*, exchange 10 of them for a *thousand*, count the rest and fetch the large number card ‘400.’ Finally, Johnnie counted the stack of *thousand* cubes, and retrieved the large number card for ‘5000.’

“The two boys watched with anticipation as I placed all of the number cards into an equation and told the story of what we had just done. ‘Bob brought 3,497 beads, and Johnnie brought 1,934. When we put them on the rug and counted them up we found that we had 5,431 beads altogether! And that is called addition.’ Bob excitedly asked, ‘Can we do it again?’

“Not only had they just done addition, but dynamic addition with carrying. I remember learning the same thing when I was in school. The difference is, I learned it in 2nd grade and I learned to memorize the process formulaically, and always on paper. But, did I really understand what I was doing? Or, did I merely memorize the process to avoid



getting red marks on my paper? Certainly I didn’t grasp it in the way these boys do, nor did I beg the teacher to have another turn! These boys will eventually move through a series of activities with addition, each a little more abstract than the one before, until they too are doing dynamic addition on paper without the aid of any manipulative

materials. But they will have a foundational understanding of the process that will never leave them, and a confidence that mathematics makes sense, is beautiful and even fun.”

At that point the prospective parents had a better understanding of the decimal system and the general approach of Montessori. But I wanted to point out something further to you MIR parents reading this article. I’m sure you’ll agree that this is pretty important work for these two boys, and you would hope that they would repeat it many, many times, solidifying the concept and perfecting the skill. It is actually one of the most key materials in use in a primary classroom. Notice, though, that at no point did they write down the sum on a piece of paper to bring home to show you. This critically important work is *process-* not *product-* oriented. Just because your child doesn’t bring anything home today doesn’t mean he hasn’t been working hard and productively!

BOARD REPORT *(cont.)*

(Continued from page 3)

returned to his home in Redlands. His son is a graduate of MIR. Robert served on the board many years ago and has returned because he takes great pleasure in serving the Redlands community.

Trevor Norton is a theatre lighting designer. He teaches this and scenic design at University of Redlands. An alumni father, Trevor contributes regularly to decisions about the development and maintenance of facilities for MIR and manages to encourage MIR to become greener every day.

There are five members of the board who serve in an ex-officio fashion. That means they provide consistent guidance and relate the concerns of various constituencies. They may not vote, but their opinions about board policies and actions are very significant.

Vanessa Leslie, an MIR parent and PTM President, represents the interests of PTM to the board. She shares information about on-going PTM activities and helps the board to know about PTM concerns.

Not only is Kelly Read the teacher of an Elementary classroom at MIR, but she is the mother of an MIR alum and current Grove student. Kelly is an innovative Montessori educator whose interest is the best of Montessori for our MIR children.

Toddler teacher Aedín Artigue celebrated her 30th year at MIR. Aedín began her Montessori journey as a child, attending Sion Hill Montessori School in Dublin Ireland. On the same campus for her high school years, Aedín visited and volunteered as much as possible in the Primary classrooms, returning as a young adult to then take her Montessori training. It was here she met her husband Michael and upon graduation in 1977 they both headed to his native California. Michael was hired at MIR first and Aedín soon after in 1980. Aedín and her husband Michael worked at MIR when it was on the Esri campus on New York Street. He began the first Elementary class and she was hired as a Primary Directress teaching children ages 3 to 6. After a year and expecting their third child, Aedín began an in-home infant-toddler program eventually returning to the Primary classroom with her now of-age Toddler group. In 1985, Aedín was offered the opportunity to take over the fledgling Toddler class and she has been there ever since, sharing her spirit with the children ages 18 months through 3 years. She is proud that the Toddler community has grown to three, thriving classrooms

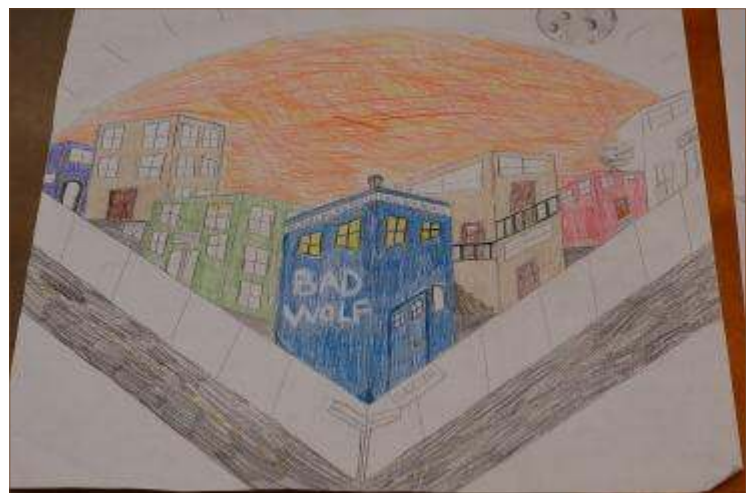
providing a wonderful opportunity for so many little ones to begin their Montessori journeys. All four of Aedín and Michael's children attended MIR. They are all grown and living their lives pursuing their dreams as any good Montessori graduate would do. In 2011, along with celebrating 30 years at MIR, Aedín became a grandmother.

Peter Davidson is the Assistant Head of School. He has 37 years of Montessori experience, 30 of them in administration. He also sits on the boards of three other non-profit Montessori organizations: the Association Montessori Internationale, the Montessori Administrators Association, and the Montessori Institute Northwest.

Maura Joyce, Head of School, is also an ex-officio member of the board. She has your interests at heart, and brings to the board information about the on-going and daily activities of the children, staff and families of MIR. She and Peter keep us connected with the larger Montessori community (please note that this is an international community!) as well as with all things MIR.

I'm your board president. I have been with MIR as a parent since 1990. My boys began with Aedín and went from MIR to Grove. (They were both unicyclists with Y Circus as well.) I am an archaeologist and professor of anthropology and have been passionate about Montessori education since the 1970s.

As do the other members of this board, I respect and value the concepts of Maria Montessori and hope to make it possible for many children to benefit from her knowledge and principles for years to come right here at MIR.



Working with Perspective, Teesie and Emily's class

LEARNING INSIDE AND OUT *(cont.)*

(Continued from page 1)

November 16 is GIS Day, when our campus welcomes the Esri community to show the children more about GIS technology and geography. It is a day that the children look forward to, as they listen to the experts talk about maps and their uses and how this information helps us understand our world.

November brings in some cooler weather and two cool ways to understand more about your children's Montessori experience—in the classroom and on outings. This weekend is Journey & Discovery, MIR and Grove's all day event that walks you through the Montessori environments from Tod-

dlers through High School. This is an opportunity for you to place yourself in the world of your child's classroom for the day. Journey & Discovery is **tomorrow** from 8 AM to 2 PM. **It's not too late to RSVP—contact the office at 909-793-6989.**

On Wednesday, November 30 at 7 PM, MIR teachers will present *Montessori Outings: Making the Most of the World Around Us*. This Parent Education Night will explain how each field trip *is* a lesson, each “going out” comes *from* a lesson, and how you can make the most of family outings. Who better than your child's teacher can guide you on where to go, how to prepare, and how to involve your child? We hope to see you there!

Parent Education Night **Montessori Outings: Making the Most of the World Around Us**

Dr. Montessori recognized that for children, learning wasn't limited to the classroom. “Experience is a key for the intensification of instruction given inside the school,” she said. We see this ourselves when we take our own children out—how many times have we said “look, don't touch” because they are so eager to explore on their own?

Join us on Wednesday, November 30 at 7 PM to learn how field trips and “goings out” are used as an integral part of Montessori education. Far from being a “break” from school as they were for most of us during our school years, field trips and goings out are key to furthering your child's education.

RSVP in the office or online.

“There is no description, no image in any book that is capable of replacing the sight of real trees, and all of the life to be found around them in a real forest.”
—*Maria Montessori*



WASC Update and Request for Help

We are in the midst of our WASC self-study process and Focus Groups made up of staff, Board members, and parents have been meeting, reviewing documents, crafting surveys, and brainstorming. All of this work is done to look at the outcomes of the MIR program and identify the school's strengths and areas of growth. At the end of this process we will have a report and an action plan to guide the school in improving all that it does in support of children reaching those outcomes.

The cornerstone of our self-study is the expected outcomes of the Montessori in Redlands program. The Schoolwide Learning Outcomes, or SLOs, state the overall program purpose, which is to *build independent self-motivated learners*, and outline the learning goals in the six areas of the Montessori curriculum. Parents are encouraged to become familiar with the SLOs in order to better understand the goals of the learning environments at MIR. The SLO's are found in the Parent Handbook and on the website.

We Need Your Help! Parents who are not already busy working on a Focus group are asked to please volunteer time for classroom observations and conducting interviews. Contact Jill (jill.mcdermott@montessoriiinredlands.org) or Cate Brown (cate.brown@montessoriiinredlands.org) in the office if you are available to volunteer 30-60 minutes. We will also need all current parents to respond to our online Parent Survey to be launched via email this month. Please take the time to fill it out. The majority of the survey is to collect demographic information to update our Student Community Profile. There are also a few questions that were submitted by WASC focus groups to aid them in work.

From the MIR Development Office

Help MIR Bridge the Gap—because Children are Not Eggs

There are a lot of great kids at Montessori in Redlands. The picture below shows three in their Primary years: Veritus Miller, Jasper Mueller, Kamron Mabudian. Each are unique individuals, and we teach them as such.

Doing so is expensive. We could teach them in batches, like eggs, divided by age and each taught the same uniform concept at the same time. It would be a lot cheaper.

But that would be silly. **Children are not eggs.** “It is necessary, then, to give the child the possibility of developing according to the laws of his nature, so that he can become strong, and, having become strong, can do even more than we dared hope for him,” said Maria Montessori.

To achieve this enormous task laid down to us by Montessori, we need your help. **We are asking you to donate to the MIR Annual Fund.** Funds are used to support **faculty**—the teachers and assistants who work with your individual children each day; **facilities**—the preservation and upkeep of the beautiful MIR campus; and **financial aid**—financial subsidies to assist families in need with tuition. The more you give, the more



we can do. **Your donation bridges the gap between a good school, and a great school.**

Next week you will receive the Annual Fund brochure and pledge forms in your parent folder. **Please help us by making your pledge and giving what you can.** Pledges received by December 31 will qualify your child’s classroom for educational benefits that will immediately benefit your child.

Thank you for your support!



BIRTHDAYS



students

Collin Copeland	11/1
Skye Blee	11/2
Grace Cormarkovic	11/2
Payton Harp	11/2
Amelie Rosso	11/2
Sydney Rice	11/3
Jackson Barkley	11/4
Mina Khazaeni	11/5
Bodie Crowder	11/6
Allie Munoz	11/7
Victoria Mahmoudi	11/8
Kennedy Mohr	11/8
Kaelyn (KK) Glendrange	11/9
Sydney Grames	11/12
Anna Hennings	11/12
Ryan McNaughton	11/12
Dylan Blee	11/13
Kelsie Victor	11/13
Aiden Burke	11/14
Christopher Hage	11/16
Oliver Owen	11/16
Baden Pengelly	11/16
Tabata Rabelo	11/19
Madeline Coyle	11/20
Morgan Chou	11/21
Dominique Cooper	11/21
Nana Fujii	11/21
Kamron Mabudian	11/22
Aryah Seraj	11/23
Carly Copeland	11/24
Benjamin Mickelson	11/24
Ella Blauth	11/25
Olive Bridgers	11/30

staff

Kara Holzinger	11/1
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JOURNEY & DISCOVERY (cont.)

vastly different from our own educational experience. While we can read about Montessori education, attend parent events, and observe our child's classroom, we still don't fully understand what our children do each day.

This event will help you get to know your child's world. It is one of the most powerful experiences you will have in your time as a parent of a Montessori student. **It's not too late to RSVP—call the office at 793-6989.**

Students to Celebrate GIS Day

On Wednesday, November 16 parents and local community members will show MIR students how geographic information system (GIS) technology is being used for everything from keeping the electricity running to helping conservation efforts. For more information, visit gisday.com.

Volunteers are still needed to present to some of our classes. If you are interested, contact Pepa Sadek at psadek@esri.com for information.

Schedule Your Parent-Teacher Conference(s)
Parent-Teacher conferences offer important time with your child's teacher. Conferences will be held November 21 and 22 and allow you to learn about your child's progress and the work that they do each day. You will receive a progress report for your child and be able to discuss each academic and social/emotional area one-on-one with your child's teachers. **Sign up in the office for a time slot. Alternate times are available if you are traveling. Please arrange with your child's teacher.**

November 2011

31  1 Fun Run Lango classes Dance class Childcare reservation due for Veteran's Day	2 Soccer camp (4-5 year olds), 3 PM	3 Lango classes Dance class	4/5 Saturday—Journey & Discovery, 8 AM—2 PM	
7 Soccer camp (6-8 year olds), 3:30 PM	8 Lango classes Dance class	9 Jean/MH'S class trip to the Living Desert Final soccer camp (4-5 year olds), 3 PM	10 Staff in-service day. No school; no childcare.	11 Veteran's Day. No school; childcare by reservation. 
14 Final soccer camp (6-8 year olds), 3:30 PM Childcare reservation deadline for Parent Conference days	15 Sara's class feast (students only), 11 AM Lango classes Dance class	16 	17 Retake/make-up Picture Day Nikki's feast (students only), 11:30 AM Lango classes Dance class	18 Bluebird assembly, 9:15 Coffee, Tea, and M.E., 4 PM Marie/Maria's class feast (students only) 11:30 AM Kara/Dorama's class feast (students only), 11:30 AM Elementary Thanksgiving feast (students only)
21 Parent-Teacher Conferences. No school; childcare by reservation.	22	23	24	25 Thanksgiving holiday break. No school; no childcare. 
28	29 Sara's class field trip Lango classes Dance class	30 PTM Meeting, 6 PM Parent Education Night, 7 PM	1 Jean/MH, Sara, and Kara/Dorama's trip to The Nutcracker Lango classes Dance class	2