

2020-2021
Winter
February 15

Dayton Montessori Society News

“How does he achieve this independence? He does it by means of a continuous activity. How does he become free? By means of constant effort. ...we know that development results from activity. The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences.” (The Absorbent Mind, Dr. Maria Montessori)

Contact Us

Send a message through the website at www.DaytonMontessori.org or leave a message at 937-435-4572

Office Hours

Tours and conferences are by appointment only. If you have payments, paperwork, or donations to drop off, you may use the drop box, shelves in the breezeway, or ring the bell.

Masks are required for anyone entering our shared space, inside and out. Thank you!

Calendar Reminders

- Feb. 1 -- EdChoice Scholarship Application window opens
- Feb. 16 -- DMS Re-Enrollment Survey due
- Mar. 1 -- No School (this is a change from the previous calendar)
- Mar. 2 -- Teacher Work Day (see below)
- Mar. 3 -- Deposits Due for 2021-2022 enrollment
- Mar. 25 -- Teacher Work Day
- Mar. 26 -- Parent/Teacher Conferences (via Zoom)
- Mar. 29 -- Spring Break

****** The teachers at DMS will be getting our second vaccine doses on February 27. Because we are anticipating a few days of symptoms, we have moved the teacher work day scheduled for March 1 to March 2. Thank you for your understanding.

Music Lessons

Zoom Music Classes with Ms. Erin are on every Tuesday at the following times for all students.

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|-----------|---------------|
| 4:00-4:30 | Group 1 Pre-K |
| 4:30-5:00 | Group 2 |
| 5:00-5:30 | Group 3 |

Classroom Happenings

Virtual elementary has been studying types of mixtures and we have started our in-depth study of North America. The students especially enjoyed learning about American artist Alma Thomas. Virtual students have been reading books focused on the black experience and influential African Americans.

Virtual 3-6 has started working with the plane shapes of the geometric cabinet and using their body to make shapes. The 3-6 class is especially fond of dancing.

In-person 3-6 have been reading books by black authors and illustrators each day in Circle Time in celebration of Black History Month. We have continued our study of flags, with some children choosing to draw then color country flags of their own. Some students have even created a flag of their own made-up country. Students are also enjoying copying and making greeting cards for family members in celebration of various occasions.

In-person 6-9 students are each reading a biography of an influential black person in celebration of Black History month. They will present information about their person at the end of the month. We have started propagating different plants to observe how they grow. We have been exploring parts of a biome, specifically, soil and the carbon cycle. Everyone is really enjoying yoga and drumming with Ms. Mary.

9-12 have been studying and comparing the interior angles of polygons, learning to draw Lewis diagrams for elements and molecules, and progressing into new math materials. They have also been enjoying reading articles about the contributions of many important African Americans. The Upper Elementary enjoys joining the Lower Elementary for Peace, art, drumming, botany, and PE lessons, during which we have recently been practicing various physical skills from yoga to the chicken dance.

Montessori Parent FAQ

You enrolled your child in an authentic Montessori school and as a parent you educate yourself on what "Montessori" is and how you can be a "good Montessori Parent." As your child gets older, it gets harder to explain to friends and family why your child's school is so different and how it works. I know from experience that this path takes trust in the school, faith in the method, and work to self-educate. I encourage you to read from the list of Introductory Montessori Reading and ask your child's teachers whenever you have a question. We will be restarting our Parent Education workshops again next year, but in the meantime, I'd like to answer some questions that are common and often asked. This month's question is: **If my child should not be doing homework after school, what can I do to support their learning?**

*This question is a 2-parter. Part 1: **Why shouldn't children ages 3-12 be assigned homework?***

In short, because it does not make them learn faster. Young children should not be repeating their schoolwork at home after school. If they are expected to do more of the same work they did at school (more Montessori materials), they will become burnt out, exhausted that they never get a break, and learn to dread learning. Imagine if your boss expected you to do a regular hour or two of your work at home every evening or on the weekends. If children are expected to learn a different method than what they are taught at school (non-

Montessori workbooks), they will become confused and not able to absorb the method they are being taught at school. Imagine if you were learning to play a violin for the first time, but every other day you had to switch to a guitar before you had mastered the violin.

Part 2: What can I do to support their learning?

Let them be bored. We seem as a society to have moved away from this concept, allowing our children to be bored. Boredom is not bad. Boredom leads to creativity. Boredom makes requisite the use of imagination. Boredom teaches us to be satisfied with ourselves as company. Do you remember the last time you left your kids with a few empty boxes? Only a child's imagination and creativity can conjure up the many ways those boxes can come to life. If a child's every minute at home is filled with structured plans, adult interactions, or screen time, they will not have to be bored, and then will not learn how to break out of their own boredom.

Let them research and explore. Yes, they can still research and study and learn. But they should be diving into the subjects that make them curious and happy. Let them become dinosaur experts, solar system fanatics, master chefs, super sewers, daily artists, or excavation experts. Whatever brings them joy, engage that on a deep, studious level with loads of library books, amateur tools, and ample time to investigate.

Read, read, read. Of course, we all know that the bedtime story from infancy is a part of parenting. But don't stop reading aloud to your child when they learn to read. Read aloud to them every day until they just won't listen (usually in Upper Elementary). And then have them read aloud with or to you. Buy them books (the paper kind) or take them to the library regularly. I guarantee you, every one of our students loves to look at books, especially when they have an ample and varied supply to choose from.

Expect them to do chores. Show them the proper way to take care of themselves and their environment and then expect them to do it on a regular basis. Teach them new skills every now and then as they become more mature and more capable. Give them long tasks to do and short ones, daily and weekly tasks, and the kinds of jobs they can do without asking you for help.

Let them play. Outside and inside, alone and together, with you and without you. Play teaches them so much of what we truly want them to learn through the decision-making, problem-solving, and creativity required. Their social, physical, and emotional well-being is nurtured through the playful interactions they have with friends, family, and imaginary playmates.

Here are a few resource links for further reading on this topic:

[Rethinking Homework](#)

[Why Montessori School Homework is Minimal](#)

[Summertime, Playtime](#)

[Give Your Child the Gift of Boredom](#)

Introductory Montessori Reading (see below)

Introductory Montessori Reading List

Eissler, Trevor. (2009). *Montessori Madness! A Parent to Parent Argument for Montessori Education*. Georgetown, TX: Sevenoff, LLC.

Explains Montessori philosophy and education from a parent's perspective.

Lillard, Paula P. (1996). *Montessori Today*. New York: Random House.

Describes Montessori theory and contemporary American Montessori schools serving ages ranging from birth to adulthood.

Lillard, Paula P.; Jessen, Lynn L. (2003). *Montessori from the Start*. New York: Schocken. *What parents can do to help their youngest children in the process of self-formation.*

Louv, Richard. (2005). *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books.

Discusses the necessity of nature-based education and requiring/allowing outside time for children at school and home.

Montessori, Maria. (1948). *To Educate the Human Potential*. Madras, India: Kalakshetra Publications. *Describes the needs of the elementary-aged child in the process of acquiring culture.*

Montessori, Maria. (1949). *The Absorbent Mind*. Madras, India: Theosophical Publishing House. *Discusses the development of infants and young children from birth to three years. Gives a clear explanation of the basis of Montessori theory and method.*

Montessori, Maria. (1956). *The Child in the Family*. Chicago: Henry Regnery.

A series of short essays about the child, the family, and the school, with a philosophical emphasis.

Montessori, Maria. (1973). *From Childhood to Adolescence*. New York: Schocken.

Discusses the development and education of the child from age seven through adolescence. Includes Dr. Montessori's thoughts on university education.

Standing, E. M. (1957). *Maria Montessori: Her Life and Work*. London: Hollis and Carter. Order through NAMTA.

Covers Maria Montessori's life, how she developed Montessori education, its theoretical basis, and the worldwide growth of the Montessori movement.