

# Montessori Moments



February 2021

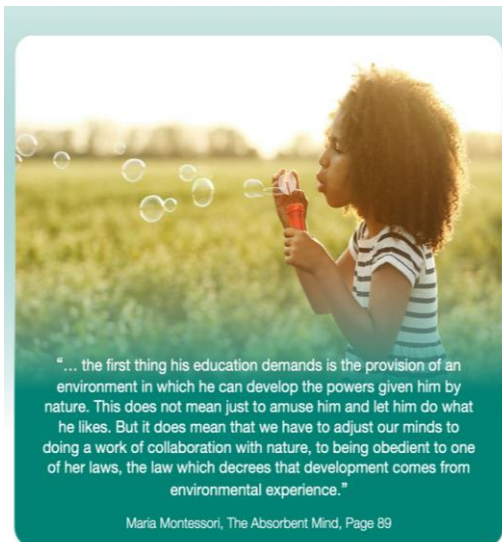
## Montessori and Outdoor Education

Maria Montessori put a great emphasis on the value of nature and outdoor education. She believed that it should be used as an extension of the classroom.

In our outdoor environments, children can build on their classroom knowledge through the sensorial experiences of nature and through constant contact with the seasons and the natural world. It is through these interactions with the outdoor environment that our team can support the whole child.

**At the Toddler Level:** Children go on walks around the campus, observing nature, finding frogs, plant life and many other exciting things. Our adjoining outdoor classroom area is set up everyday with lessons that children can enjoy doing outside in the fresh air.

**At the Primary Level:** Children enjoy outdoor learning environments created to inspire imagination and the excitement found in nature. Each classroom has garden areas that the children tend. Primary teachers regularly take small groups of children out to pot plants, weed and dig, water plants from the rain barrels and fill birdfeeders. On nice days, students are invited to enjoy working outside and take in fresh air on nature walks around the campus.



"... the first thing his education demands is the provision of an environment in which he can develop the powers given him by nature. This does not mean just to amuse him and let him do what he likes. But it does mean that we have to adjust our minds to doing a work of collaboration with nature, to being obedient to one of her laws, the law which decrees that development comes from environmental experience."

Maria Montessori, *The Absorbent Mind*, Page 89

*"There must be provision for the child to have contact with nature; to understand and appreciate the order, the harmony and the beauty in nature."*

*Dr. Maria Montessori*



## Parent Education

*Check out the Newest Parent Resource!*

It can be a challenge talking with you child about their day and all the exciting things they did. How many times have your asked your child what they did today to only get a simple response like, "I played." "I had fun!" or "I went outside."? Since the Montessori Method is so very individualized, a classroom lesson plan is not a useful tool in understanding what each individual child worked on during the day.

To help, we have drafted a monthly discussion guide for families. The monthly discussion guide highlights how a discussion is brought to life in your child's day. Knowing how each child interacts so uniquely to new information or discussion, this tool could aid in helping to ask more specific questions about what's happening in the classroom.

THIS MONTH'S MONTHLY DISCUSSIONS:

## World of Animals

Florida Native Animals & Habitats

# Montessori Parenting

## *How much time should children spend outside each day?*

Getting kids unglued from screens and playing outside isn't always an easy task, but the benefits of spending time outdoors are well worth the effort. One expert suggests kids should spend a minimum of three hours a day running, playing, and just plain being a kid outside.

Angela Hanscom is a pediatric occupational therapist and author of the bestselling book *Balanced and Barefoot* who recently started a therapeutic outdoor program for kids called [TimberNook](#). In a recent interview with the [Huffington Post](#) Hanscom said, "Movement through active free play, especially outside, improves everything from creativity to academic success to emotional stability." Hanscom says that, ideally, kids should be playing outside for three hours each day, not including organized sports.

Hanscom does have a few suggestions on how to make the most of whatever outside time you can manage. For example, she suggests leaving them to their own means of entertainment. "There's so much value in kids creating play schemes on their own. Kids who are always told how to play have trouble thinking outside the box, and even answering freeform essay questions. Plus, true outdoor free play is like cross training, with the climbing, spinning, going upside down, and the like that adults don't encourage but that are so valuable for their development," she explains.

## *What kinds of outside activities do you enjoy with your family?*

# Exciting News to Share!

January is the month of assessing our accomplishments and a time to develop a plan for new challenges. The team has had the chance to individually assess the children on their current progress and future growth. Once the final assessments are complete, we will be sending home copies for your review. A snapshot in time is a great way to honor your child's achievements and a means of celebration!!

Montessori VPK Students have also completed their AP2 assessments. The AP2 reports will be available shortly.



# Montessori Monthly Discussions

## World of Animals

### Native Florida Animals & Habitats



**Color Exploration:** *Red, Pink, & White*

	Practical Life	Sensorial
Toddler Montessori	Whole Hand Transferring Rose Petals	Textured Scarves
Primary A & B	Scooping Red Decorative Balls	Smelling Jars- Garden Herbs
	Sorting Hearts	Tasting Tea
	Pairing Socks	Sounds Animals Make

#### Toddler Montessori Discussions & Lessons to Invite Learning

This monthly discussion topic invites our young learners to learn about the world of animals. Children will be introduced to new vocabulary and encouraged to use new spoken words. Our class will take a closer look at Florida native animals and listen to the sound's animals make. We will be talking about the biggest and smallest, interesting creatures in the animal world.

#### Primary Montessori Discussions & Lessons to Invite Learning

This monthly discussion topic explores the amazing world of animals. Children will learn more about the animal kingdom and the animal families that are related to each other: mammals, reptiles, amphibians, birds, and insects. Children will be invited to share their own personal experiences with animals. New vocabulary will be introduced that may include how to describe an animal's coverings, how animals move and the habitats where they live.

The "World of Animals" unit introduces children to the appearances, habits, and needs of domesticated animals, and allows them to discover how they can play an important role in caring for these animals.

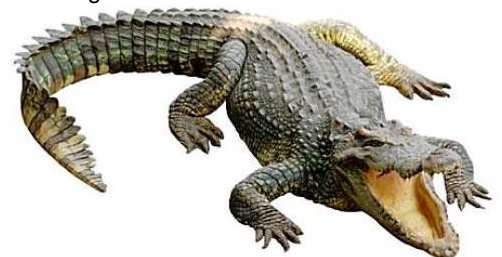
Our discussions, "**World of Animals**" encourages the following hands-on learning experiences:

#### Vocabulary Building

- **Nouns:** habitat, burrow, nest, migrate, adaptation, amphibian
- **Verbs:** hug, kiss, love- emotions and actions we show for those emotions
- **Adjectives:** spots, stripes, scales, fur, shells- words describing animal coverings

#### Science Studies

- Native Florida Fauna and Flora
- Animal Tracks
- Parts of an Alligator
- Parts of a Plant
- Habitats- swamps, wetland, and ponds
- Spots, Stripes, and Solid Animal Coverings



#### Building Social Skills- Citizenship

As the children learn they are citizens of many groups- their class, their family, their community- they will understand their responsibility to obey the laws, respect authority, and contribute to the group. Dr. Montessori emphasized the idea that our children are citizens of the world.

#### Building Brain Power- Multiple Intelligence and the Brain

Dr. Howard Gardner's research has validated eight intelligences: Linguistic, Logical Mathematics, Spatial, Bodily kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Brain capacity and childhood experiences combine to develop each form of intelligence to its basic level of problem solving.