



# Carroll Creek Communicator



## Parent Opportunities

2-18	No School Presidents' Day
2-22	Spiritwear Order Deadline
2-23	9:00 Cultural Journey for Parents
2-25	6:00 Middle School Information Night
2-26	7:00 MMCI @ CCM
2-17	2:00 Annual Report to BOE
3-1	12:45 Early Dismissal
3-3	Lottery Closes
3-11 Thru 3-15	MISA (Maryland Science Assessment for 5 & 8 grade)
3-13	7:00 GC Meeting
3-21	AMS Conference Tour @ CCM
3-27	7:00 MMCI @ MVM
3-29	Book Fair

February has a lot of opportunities for families to learn more about CCM and Montessori in general. We are always looking for ways to help families understand and support their children's education, so if you have an idea for parent education, or a specific question please don't hesitate to contact either Mrs. Horan or Mrs. Mosquera.

This is the first year we are offering 'Insight Observations'. These structured observations take place in the classrooms of the observers' children. Mrs. Mosquera meets with a group of observers to discuss what they think they will see and what specific things they should look for. The observers then conduct the observation taking notes and writing questions they might have about what they have seen. After the observation time is over the group gathers again to discuss what they saw, heard and felt in the classroom. Mrs. Mosquera gathers the notes and then shares with all the parents from the class. Space is limited to the first seven parents who request to be part of their child's class observation group. This has been a big success thus far, so expect additional opportunities next school year!

February 23rd our staff will host a Cultural/Science Journey. If you have been here multiple years you may have attended our Math Journey or Montessori Overview Journey. This Journey will give you better insight into the truly "well rounded" curriculum our students receive and how one level builds on the previous level.

Our Middle School Information night was canceled due to impending snow. This meeting has been re-scheduled for the evening of February 25th. All three middle school classroom staff as well as our Spanish lead teacher will be sharing information about the Montessori middle school experience. We will also have former students and parents joining us to give their perspective. Parents of UE students (and UE students themselves) should bring any questions they might have with them to ask this panel of experts..

Did you know 6 of our students and two staff members participated in the Montessori Model United Nations? They started researching and preparing as soon as school started for their trip to New York City where they gathered with Montessori students from around the world.

The American Montessori Society's National Conference is being held in Washington D.C. this spring. March 21st we will be on the tour of schools and a photographer from the New York Times will be here to talk with the middle school students about her experiences. Many of our staff members will be attending at least one day of the conference. Thank you to our GC for all their support of our staff as they attend this professional learning opportunity that will have over 4,000 attendees from around the world.

## Carroll Creek Montessori Public Charter School Mission

CCMPCS's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social, and intellectual parts. We will implement a Montessori based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering English with Spanish enrichment or dual-language Spanish instruction to all students, we will provide a unique opportunity for students to learn a second language at an early age and develop multicultural awareness.



## Montessori Moment



### The Benefits of the Montessori Math Materials

The focus of the Montessori math curriculum is not on teaching the child to find the answer. Instead, its focus is on how the child finds the answer. This focus is carried out through the uniquely designed Montessori math materials.

- ⇒ Montessori students discover mathematical concepts through manipulation of concrete materials. Learning is an activity for the child. The teacher introduces the materials, then it is time for the student to spend time manipulating the material to uncover the new learning.
- ⇒ Montessori math materials are designed as geometric representations of mathematical concepts, arithmetical processes, or algebraic generalizations. Students see, feel, hear, and touch concrete representations of math concepts and processes.
- ⇒ Montessori Math Materials are Self Correcting. Each math material has a built in way for the child to recognize, correct, and learn from his mistakes without assistance.
- ⇒ Each successive material isolates one new difficulty, or concept for the child to learn. The new concept is embedded into the material so that the child will discover and gain mastery with it.
- ⇒ The Montessori Math materials lead students step by step from the most concrete representation of math concepts in the primary classroom to pure abstraction once they reach middle school.

*This system in which a child is constantly moving objects with his hands and actively exercising his senses, also takes into account a child's special aptitude for mathematics. When they leave the material, the children very easily reach the point where they wish to write out the operation. They can thus carryout an abstract mental operation and acquire a kind of natural and spontaneous inclination for mental calculations.*

- Maria Montessori

Mrs. Mosquera,  
Montessori Teacher Specialist

## Counselor's Corner

FCPS encouraged all schools to participate in The Great Kindness Challenge during the first week of February. Here at CCM many of the classrooms started their day with a few quotes on kindness. They also discussed ways in which kindness is promoted everyday at CCM.



The next round of small group counseling sessions have started. These groups are meeting at lunch every other week for 6 weeks. Each session we complete an activity based on the selected topic. These topics include: friendship, anxiety, conflict resolution, understanding others and responsibility. The chosen topic will depend on the needs of the group members.

This months whole group lesson topic is Careers. Career exploration is one of the many lessons required by FCPS and the American School Counseling Association. We start by teaching the students the difference between a Job and a Career. Next we discuss how their interest and values help guide them in selecting a career. Students are encouraged to start looking into different career fields that excites them. It might seem early to start talking about careers but it's really a great topic to explore with your students. We talk briefly with the younger students about High School, Technical School, College, Military Service, and Apprenticeships. With the older students this discussion is a bit more in-depth. The students have expressed interest in such a wide variety of careers!

You can help your child with their own career exploration by discussing the following questions:

- What careers did you dream about as a child?*
- What are the different jobs you had growing up?*
- What job do you do now?*
- What could you do differently if you could do it all over again?*



Mrs. Adams  
Danielle.Adams@fcps.org  
Monday- Friday

Mrs. Kamnikar  
Elizabeth.Kamnikar@fcps.org  
Monday-Thursday

## From the Art Room



**Kindergarten** students are exploring the element of color as they complete a complimentary color design project and begin a rainbow mandala in paint.



**Lower Elementary** students have completed their beautiful weavings and are beginning a papier-mache mask project inspired by the masks of Central and South America.

**Upper Elementary** artists are creating papier-mache sculptures of their favorite foods as they learn about sculptors, Claes Oldenburg, Peter Anton, and Shay Aaron, three artists who use food as the subject of their work.

**Middle School Gallery** students are preparing an exhibition of complimentary color designs by Primary, weavings by Lower Elementary, one-point perspective landscapes by Upper Elementary, and self-portraits by Middle School.

**Middle School 3D** students are beginning a clay box project. Each side of the box will represent a different facet of the artist. They are learning to employ slab hand building techniques, scoring, incising, modeling, and carving.

**Middle School Printmaking** students are learning about a variety of printmaking techniques including relief, intaglio, stencil, and monoprinting. They will use one of the techniques to create prints inspired by original poems.

*“All art requires courage.” — Anne Tucker*

*Mrs. Reed*



## Music Notes

**Kindergarten** students are combining their rhythm pattern practice and drumming skills on tubanos, the djembe, and box drum as they move from instrument to instrument creating a “moving” drum circle. They have learned our regular February favorites, Te Quiero for Valentine’s Day, and “Brush Your Teeth” for Dental Health Month, and provided accompaniment on the egg shakers. In honor of the Lunar New Year, students learned the “Gung Hay Fat Choy” song, explored the autoharp accompaniment to it, and watched/listened to drummers during Lion Dance competitions.



**Lower Elementary** students have continued to expand their “Orchestra Song” by adding a fourth part, the trumpet, to the round. Classes have also worked identifying more complex eighth note and quarter note rhythm patterns by playing the Four Corners game. The favorite dance right now is Old Man Moses, a changing partners song also relying on tempo response. “Ring in the New Year” is the Lower Elementary Chinese New Year song which students sing and accompany on tone bar, triangle, cymbal, metallophone, and tubano.

**Upper Elementary** students have been using various score reading skills like time and key signature, ties, accidentals, and rhythmic notation to perform numerous recorder pieces. Their favorite has been the “Gravity Falls” theme song. Students have also been working on “musical math” requiring them to fill in missing beats in rhythm patterns in duple and triple meter.

**Middle School** has started second semester study with student options including world drumming, continued independent study, ensemble, and Drama I and II.

### Performing Ensembles

Our Middle School Ensemble put on two fabulous performances on January 24 (night) and February 8 (daytime). Very impressive!

Elementary Ensemble rehearsals started again on February 5th.

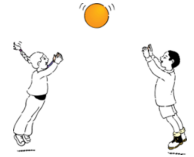
*Mrs. Reynolds*

## Physical Education

Kindergarten classes have been introduced to the underhand roll and are trying out bowling for the first time! Students are still getting the hang of how to set up the pins correctly but are showing great signs of grace and courtesy by sharing a lane with a classmate and working together to have a successful bowling game. Kindergarten students never stop moving in

physical education and now we are learning why the heart beats faster and the breathing gets harder due to all that moving!

**Lower/Upper Elementary** have finished up their magic club unit. Magic Club is a progressive throwing and catching unit that gradually challenges the students more as they advance through it. Students have the opportunity to use different types of balls and practice throwing and catching against the wall from different distances. Students keep track of their progress on a Magic Club chart so they can always see where they stand. Our students really enjoy keeping track of their own progress and challenging themselves to get to the next level every class.



**Middle School** students have also finished their magic club unit. The older students are able to move through the magic club unit slightly faster than our younger students so middle school students are challenged with different types of throws that come with more difficulty. I love to witness our students that excel in this unit lending a helping hand to others who might be struggling, it is a great sign of maturity and kindness! In the new semester some middle school students will have the opportunity to take a specialized P.E. class where we will focus on the sport of pickleball. I am very excited to teach these middle school students not only how to play the sport but the background of it and how it came to be!

*Mr. Hickman*

## Spanish Spoken Here

Saludos from La Clase de Español! So much learning is going on and much of it revolves around stories, stories, & more stories!

**Primary classrooms** are enjoying whole-group read alouds of picture books that teach common phrases. One book is about a girl who has a lot of ouchies

and boo-boos and teaches the phrases *me duele* (it hurts me), *te duele* (it hurts you), and *no es buena idea* (it's not a good idea) along with some action words like *correr* (run), *nadar* (swim), *practicar yoga* (do yoga), and more. Another storybook focuses on a love and friendship theme as it teaches the phrases *me da* (he/she gives to me), *le da* (he/she gives to him/her) and reviews animal vocabulary as each animal pair gives gifts of love and friendship to each other. We are also reinforcing Spanish vowel sounds and consonants like M, L, R, S, and P. These two videos are classroom favorites: <https://www.youtube.com/watch?v=SvrceCAgulQ> and <https://www.youtube.com/watch?v=9LT9ltzFJTQ&t=10s>.

Funny story and evidence that those stories are working: A kinder friend had a small boo-boo on their finger and asked to go to the nurse. I checked determined it was not really "Nurse's Office-worthy." The student insisted, "But Mrs. Maldonado, *me duele!* *Me duele el dedo!* *Me duele mucho.*" (My finger hurts! It hurts a lot.) I gave student the biggest hug and thanked them for using such wonderful Spanish, but it still wasn't necessary to visit the nurse. Those clever kiddos are trying to win us over with their beautiful Spanish! J

**Lower Elementary** students, who are also loving said picture books, are working on creating their *Árbol Genealógico*, or family tree. Last quarter we learned family vocabulary words and now they are using these words to identify their own family members. We will springboard off of these family trees and use them to learn vocabulary and grammar for describing people so that they can describe everyone on the tree and themselves.

**Upper Elementary** classrooms are beefing up their Spanish vocabulary and reading comprehension through the use of simple, high-interest short stories and books. These texts are written at very comprehensible levels of Spanish and stick to high frequency words/phrases while throwing in manageable chunks of new grammar for students to tackle. Student rotate through three weekly work stations (two are teacher-led, one is independent) and keep track of their work in their Spanish journals. As they read, they are learning to get comfortable with being uncomfortable. We encourage them to move away from translating word-for-word and transition to, "As I read, am I getting the overall gist of what's happening on this page/paragraph?" Once a general understanding of story events is formed, we move forward to discover the meanings of those new words, phrases, and grammar structures used within the story. Novice language students' learning goal is to answer basic comprehension questions with yes/no or simple phrases and concrete ideas. Students at higher fluency levels use the same texts but are encouraged to answer in greater detail, various verb tenses, and with more abstract ideas. They also have the option of choosing more complex texts during their independent study. Current teacher-led story groups highlight Dr. Martin Luther King, Jr. and the Civil Rights Movement, a crazy classroom crush, and a few Latin American legends and folktales. Upcoming stories include a failed science experiment and a school janitor who teaches students about empathy in a very unusual (read, gross!) way. I cannot WAIT to see their faces when we get to the twist in that story!

**Middle School Spanish 1** students are becoming experts in conjugating *-ar* verbs in the present tense. They are reviewing the differences between when to use *ser* and *estar* as well as conjugation of regular *-er* and *-ir* verbs. Upcoming units include family, food, common question phrases, possessive adjectives, and vocabulary and grammar for making comparisons. **Middle School Spanish 2** continue to work on using reflexive verbs in the present tense and will soon introduce present tense of irregular "yo" verbs, pronouns after prepositions, and verbs like *gustar*.





## Tidbits from our GC

Dear CCM Community,

Your GC is inviting each parent to spend 15 minutes advocating for CCM by completing both of the tasks below. If we each contribute to these tasks, we have the potential to make a big, lasting impact for our school.

### Advocacy Task 1: FCPS Climate Survey

**How:** Online at this link <https://www.surveymonkey.com/r/FAM0228> (or limited paper copies available in the school office)

**When:** By Friday, February 22.

**Who:** completed by every parent/guardian of a CCM student (NOT limited by household)

**What:** a survey conducted by FCPS for each FCPS school to solicit feedback from parents, students, and staff on a range of topics including curriculum, school climate, and safety

**Why:** to provide feedback to FCPS & CCM on your level of satisfaction with the school.

**Charter Advocacy:** Participation in this survey by parents is especially important for CCM as a charter school because this data is included in our annual reports and charter renewal reports. A high rate of participation on this survey from CCM parents (especially in comparison to participation at traditional schools) has historically been a strong data point when presenting to the BOE.

### Advocacy Task 2: Contact Representatives in support of MD Charter School Facilities Funding Legislation (House Bill 156/Senate Bill 172)

**How:** send (or email) a copy of this letter to your representatives (instructions including how to determine which representatives to contact are included in the letter document).

**When:** now!

**Who:** CCM parents & staff

**What:** Advocating for facilities funding for CCM as a MD Charter School

**Charter Advocacy:** Read this Charter Schools Facilities Funding fact sheet from the Maryland Alliance of Charter Schools for info regarding current facilities funding for charter schools in MD and why this legislation is needed.

Reminder: Lottery Deadline is March 3.

All children attending CCM next year must complete the application before the March 3 deadline. This includes current CCM students who will be returning for the 2019-2020 school year (use the re-enroll button for returning students). Go to <https://mmcimd.org/charter-schools/enrollment/> . Contact [admissions@mmcimd.org](mailto:admissions@mmcimd.org) with questions.

Carrie Jean Rathmell  
CCM GC Chair

## Attendance

Attendance continues to be a struggle. The goal is 96% attendance for the school. That can be easily reached if every student missed 6 or less days. Hopefully this will be a month free from weather closings/delays and early dismissals. Please check your child's attendance on their progress report. We want to make sure we are reporting accurate numbers. The state and FCPS count total absences, they do not discriminate between excused and unexcused.

