



# Carroll Creek Communicator



## Bring on Spring!

3-14 & 3-15	MISA testing continues 5th & 8th grades
3-14	3:45 Garden Club Resumes
3-18	9:00 Insight Observation—Duffy
3-21	AMS Conference Tour @ CCM
3-22	AMS Conference in D.C.
3-22	6:00 LE Literacy Night
3-25	9:00 Insight Observation—Hiranaka
3-26	6:00 Lottery Drawing
3-27	4:00 Spanish Task Force
3-27	7:00 MMCI @ MVM
3-28	9:00 Insight Observation—Grier
3-29	Book Fair Begins
4-4	End of Third Term
4-5	No School—Teacher Work Day
4-10	7:00 GC Meeting
4-11	9:00 Whole School Picture
4-11	LE Field Trip to Weinburg

The American Montessori Society National Conference is in Washington, D.C. March 21-28. CCM was chosen to be a “Host School” which is a fabulous honor. We have coordinated the “Day of Services” which will actually be two days this year for participants in the conference. One of the things we have actively promoted for the Day of Service that you can help with is the collection of travel size toiletries. If you either have unopened toiletries at home or could purchase a few before March 21st and bring them to our donation crate in front of the office, it would be greatly appreciated.

Spring is testing season. Our 5th and 8th grade students are taking the MISA (Maryland Integrated Science Assessment) this week. The PARCC assessment starts Tuesday, April 23rd for students in grades 3-8. May brings the Scantron assessment for students in grades 2-8 and the spring Spanish assessment will follow for students in grades 3, 6 and 8. Students who will participate in these assessments will have a session in the computer lab before the assessments to learn the tools that are available in the test such as the protractor tool or highlighter. We do not teach to the test, as you know, but continue to follow the sequence of Montessori materials and Common Core Standards at each of our students’ individual level. Please help your child by reading and following the suggestions in the “PARCC Pointers” that have been shared through ParentSquare. We had amazing gains in our scores last year and we are confident we will again see strong performances by our students this year.

The Lottery closed March 3rd with the official drawing being held March 26th. While our numbers were lower than those of last year, we still had enough students apply to almost fill three schools. I love giving tours to prospective families, but it is always sad when they ask about the odds of their child getting being accepted to our school. It always makes me grateful to those visionary families who spent so much time and effort bringing our school to life.

The Book Fair begins March 29th. This is always one of our students’ favorite activities. The Book Fair can not run without parents volunteering. We need YOU to make this another memorable time for our students.

After school activities are keeping our students busy! Elementary and middle school chorus’ are preparing for their spring concerts. Garden Club is resuming so we will have beautiful gardens again. Snapology is once again coming to CCM. Look for information concerning our Friday Athletic Club soon, also.



## 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 ‘valorization’ of the individual is in close relation with maximum effort. As a consequence the child is always urged to a more difficult life.”*

*--- Maria Montessori*

### Normalization and Valorization: Goals of Montessori Education

Dr. Montessori used the term, **normalization** to describe the natural developmental process leading children in primary and elementary classrooms to exhibit a love of work or activity, concentration, self-discipline, sociability, and joy in accomplishment.

The Montessori environment is structured to lead the child naturally and gracefully through the stages of normalization, providing students with the guidance and opportunity to:

- \* develop inner discipline, peace, and self satisfaction through concentrating for sustained, repeated periods of uninterrupted work,
- \* work with materials that present learning challenges progressively,
- \* the freedom to choose materials that fully engage their interest,
- \* develop a curiosity for what comes next,
- \* develop the ability to help, respect and have sympathy for others, and
- \* a sense of independence, leading to greater learning.



**Valorization** is Montessori’s term for the adolescent’s natural developmental process of becoming a strong and worthy person. It comes gradually to the adolescent as the student realizes they are useful and capable of effort.



The Montessori middle school classroom promotes valorization, providing adolescents with:

- \* appropriate responsibilities and expectations,
- \* academic challenges that open their minds to new ideas and ways of thinking,
- \* the chance to experience the joy that comes from successfully meeting challenges,
- \* the character building experiences that result from restitution when they have made poor decisions,
- \* a chance to build a sense of social justice, and
- \* an understanding of the the concrete effect they can have in the world.

Both valorization and normalization are processes, not products. Evidence of both within a child are caught in glimpses that may at first be fleeting, but which grow and strengthen over time.

*Mrs. Mosquera,  
Montessori Teacher Specialist*

## Counselor’s Corner

The School Counselors are here for your students in a variety of ways. We offer classroom lessons, small group sessions, and individual brief solution focused sessions. Please feel free to contact either Mrs. Kamnikar or Mrs. Adams if you feel your student needs additional supports at school.

The **Primary** classroom counseling lesson for March is Maintaining Personal Space. We will be reading a wonderful book Personal Space Camp by Julia Cook. We will be doing a multi-sensory activity to help the students learn appropriate personal space choices.

The **Lower Elementary** classroom counseling lesson is all about respect. We will be reading the book What if everybody did that? By Ellen Javernick. We will review what it means to be respectful, what respect looks like, and how to display respectful characteristics. The students will work together on an activity to display their understanding of these concepts.

The **Upper Elementary** classroom counseling lesson is Mindfulness. Mindfulness is all about being present in the moment and be able to clear away the many things that compete for our attention. This is especially helpful during the school day. We will be presenting the concept of mindfulness and playing a game using the different strategies students can use to practice mindfulness.

The **Middle School** will be participating in an exploration of the FCPS Career and Technology Center! The Career and Technology Center will bring student ambassadors to CCM on Friday, March 29th. The students will have the opportunity to visit stations and learn from the student ambassadors more about some of the programs offered at CTC. This is a wonderful opportunity for our students to explore the many options they will have in High School.

## From the Art Room

**Kindergarten** students are exploring the drawing and painting centers as they continue their color study and complete their rainbow mandala project.



**Lower Elementary** students are developing their armatures and completing their papier-mache animal mask forms. Next, they will develop color and features in paint.

**Upper Elementary** artists continue to develop their papier-mache sculptures of their favorite foods. The realistic sculptures are coming to life as the children add details and color in paint.

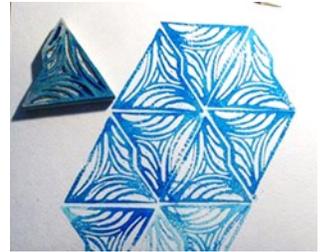


**Middle School Gallery** students are creating logo designs for the gallery and developing a printmaking exhibition and labels for all artwork.



**Middle School 3D** students continue to develop their clay box project. When the finished clay boxes dry, students will add details in color with acrylic paint.

**Middle School Printmaking** students are completing an edition of three prints inspired by their poems. They are also learning about monoprinting and tessellations in printing as they design and carve an original tessellating image.



*All art requires courage.” — Anne Tucker*

*Mrs. Reed*

## Music Notes

**Kindergarten** students are practicing solfeggio hand signs for sol, mi, la, and do both as echoes and reading the hand signs as they sight sing. They have started learning the “Fish and Chips” song they will need to know for Lower Elementary. We celebrated Dr. Suess’ birthday by reading “My Many Colored Days” set to various pieces of music by classical composers like Schumann, Saint-Saens, and Beethoven.



**Lower Elementary** students have finished learning all 5 parts of the “Orchestra Song” and singing them together. Classes are exploring various percussion instruments with African origins through world drumming activities like echoing patterns and a modified version of drumming ensemble playing. Students are playing djembes, talking drums, and the gankogui.

**Upper Elementary** students have also been developing world drumming skills through a more complex level of ensemble playing and improvisation with call and response lessons. We have also been studying the African

American composer William Grant Still and symphony form through the works of Marianna Martines.

### **Middle School:**

Students in the **world drumming** class are learning to play multiple complementary rhythms through formal ensemble arrangements and improvisation. **Drama I** students are learning the foundations of acting through small group activities and the 3 Words skit format. **Drama II** students are studying Greek tragedy and reading excerpts from Sophocles’ “Antigone.”

### **Performing Ensembles**

Our ensembles are preparing a brief program for our touring guests during the March AMS conference. Elementary Ensemble will have their Spring Concert on April 11 at 7 pm.

*Mrs. Reynolds*

## Physical Education

**Kindergarten** students continue to master locomotor movements through team games, small group activities, and individual practice tasks. They have started jumping and landing with emphasis on taking off with two feet landing with two feet as well as jumping and landing with one foot. Kindergarten students have started to learn about hand-eye coordination, their first challenge has been the task of trying to drop a ball and catch it before it bounces twice. We will progress to more challenging tasks as the students improve.

**Lower/Upper Elementary and Middle School** students have all just completed their bowling unit. This is a unit that is very popular among our students and something they really have fun with. Students begin the unit learning about the history of the sport and how it was created. They will then learn about the rules, how the pins are set up, and how to keep score. All students are then responsible for setting up pins for their lane, keeping up for their own scoring, and making sure everyone in their group has a job (pin setter, score keeper, bowler). Student had the opportunity to bowl with their group for multiple days and compare their scores to other groups! Students really enjoyed “pin-guard”, a team game where players are bowling to try to knock all the other teams pins down before they have their own pins knocked down. It is a great team game that helps with bowling skills but is a little bit different than the traditional bowling lane.



*Mr. Hickman*

## Spanish Spoken Here

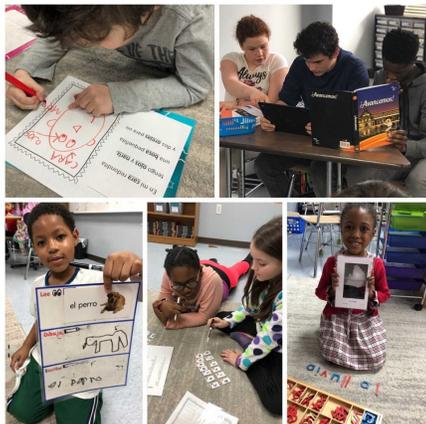
Saludos from La Clase de Español! Here is a peek at what's coming up for your students in Spanish class.

**Primary** – We have been learning vocabulary and common expressions for emotions and using this as an opportunity to review vocabulary for the parts of our face/body that express these emotions. We are also learning the names of different animals and classifying them as “si es una mascota” (makes a good pet) or “no es una mascota” (does not make a good pet). Students will apply their earlier learning of color and size words to describe various animals. We will also learn Spanish geography terms like bosque/ forest, isla/island, montaña/mountain, mar/ocean, selva/jungle, desierto/desert, etc as we talk about habitats for different animals.

**Lower Elementary** students have completed several story comprehension activities to show their understanding of stories written in Spanish. They have used vocabulary to fill in missing words and matched pictures with Spanish sentences to sequence and retell stories. Hopefully you have seen these little booklets coming home. Ask your child summarize the story in their own words, you can point to the pictures and ask them how to say that item in Spanish, or just listen to them read it to you and be amazed at how much Spanish they know. We will begin studying La Casa/The House and vocabulary for different rooms and household items. Students will draw and label a map of their house and some items in each room.

**Upper Elementary** classrooms have been doing SO WELL with their story shelf journals. Each week, students are reading stories written entirely in Spanish and completing various vocabulary and comprehension tasks. We are so pleased with how much they understand of each story! The fact that they are independently reading in Spanish and comprehending makes us so proud! Many still rely on English to retell or summarize (which is fine because a huge chunk of brain power and stamina went to just comprehending the story!!), so we are working with them on how to use words and phrases from the story to write in Spanish as much as possible. We continue to have teacher-led small groups in which we study high-frequency words and phrases. We have these phrases posted on a word wall so that students can refer to them and use them in their speaking and writing tasks.

**Middle School Spanish 1** students are currently working applying their knowledge of food vocabulary to design menus for their dream restaurant, written all in Spanish of course. They have a plethora of ideas, including food trucks, vegan gourmet, a culinary trip around the world in one meal, and even a restaurant on the moon! Upcoming units include application of –ER and –IR verbs in the present tense as well as vocabulary for family relationships, clothing, and direct/indirect object pronouns. **Middle School Spanish 2** students are working on irregular verbs in the present tense and using pronouns after prepositions (para, de, a, con, and others). They will also continue applying their knowledge of clothing vocabulary as they learn to use opinion phrases like yo pienso/I think, yo creo/I believe, me gusta/I like, no me gusta/I don't like, porque/because, and others.



Also FELICIDADES to Sra. Lopez on the receipt of her Master's degree! She finished up her coursework earlier this year and will have her graduation ceremony this later month. If you see her in the building or at arrival/dismissal, give her a huge high five!

*Thank you for your support of our Spanish program at CCM!  
Sra. Maldonado y Sra. Lopez, CCM Spanish Team*

## Tidbits from our GC



Below are some of the tasks the CCM GC, including Principal Horan, and MMCI have recently engaged in to support the business operations of our school. Contact Carrie Jean Rathmell at GCchair@carrollcreekmontessori.org for more information.

- CCMPCS has undertaken the process of transitioning from volunteer supported technology services to contracting with FCPS to provide these services because we have outgrown the capacity of our volunteer services.
- CCMPCS annually files appropriate paperwork and pays fees to ensure zoning is current for 7215 Corporate Ct school location.
- Each year, CCMPCS submits and presents an Annual Report to the Board of Education.
- Received applications for the lottery for enrollment in 2019-2020 school year.
- MMCI & GC members, staff, and parents participated in advocacy efforts in support of MD House Bill 156 and Senate Bill 172 - MD Legislative action for Charter School Facilities Funding.
- CCMPCS has a Facilities Task Force actively working now to determine and pursue facilities options for CCMPCS when our lease expires in 2020.
- CCMPCS was awarded grant funding for new Chromebooks for Upper Elementary classrooms.

Looking for ways to get involved? Check out some of the options below. More information available in Parent Square and/or Thursday folders. Contact Kate Chasse at communications@carrollcreekmontessori.org

- Volunteer for the CCM Book Fair (Join the Book Fair group in Parent Square to access the sign up)
- Visit the CCM Book Fair (Watch for information in Parent Square and/or Thursday folders)
- Volunteer for the CCM Talent Show (Join the Talent Show group in Parent Square to access the sign up)
- Participate in the CCM Talent Show (Join the Talent Show group in Parent Square to access the registration form)
- Sign up for Snapology Class (Information coming soon in Parent Square and/or Thursday Folders)
- Eat at the Mod Pizza fundraiser (RSVP through link in Parent Square)
- Attend the CCM Governing Council Meeting: Wednesday, March 13 7:00 pm in the CCM Middle School Classroom (Participating as an observer is always welcome!)

Carrie Jean Rathmell  
 Governing Council Chair  
 Carroll Creek Montessori Public Charter School

## Attendance

We made a small gain on last year's Year to Date percentage last month. We are approaching assessment "season" with hopes of great health and attendance! Last April was our second lowest month of the 2017-2018 school with just 93%. It would be great to turn that around this year which would raise our overall attendance for the year. Please do not send you child to school when they are ill, but if they do not have a fever or are throwing up, please bring them to school.

