



Carroll Creek Communicator



Moving Along!

4-11	7:00 Elementary Chorus Concert
4-16	6th Grade Outdoor School
4-16	MS Field Trip to Toby's Theater
4-17	6th Grade Outdoor School
4-18 to 4-22	Spring Break
4-23	PARCC Starts
4-24	7:00 MMCI @ CCM
4-25	UE Field Trip Baltimore Symphony
4-26	Move Up Day New Student Orientation
4-26	6:00 Talent Show
5-1	Kindergarten Field Trip—Catoclin Nature Center
5-8	4:00 Spanish Task Force Meeting
5:-8	7:00 GC Meeting
5-10	12:45 Early Dismissal

Many parents have given of their time and talents this past month. The fabulous experience the AMS visitors had at our school was made possible in part from several parents. Lunch and desserts were provided by parents (oh so delicious and perfect for our guests). A parent also searched for the perfect gifts for our visitors along with the photographer from the New York Times who spoke to our middle school students.

This year's book fair was a huge success due to the many hours multiple parents, and grandparents, spent helping our students find the perfect books to expand their home libraries. It is always such a joy to see how excited our students get when they see all the books set up ready for their visit the first day.

One of the most exciting days of the year is just around the corner. Move Up Day happens in just a few days! Students who will be moving up will receive invitations from students in the cluster they will be joining. It may not be the class they will join permanently in the fall, but it will be a great experience of what the next year will be like. Did you know our eighth grade students participate in university visits on Move Up Day? They will visit Frederick Community College and Mt. Saint Mary's. These visits are another gift from parents who collaborate with our counselors to provide this opportunity to our students.

Move Up Day also is New Student Orientation Day! We will welcome 40 new primary students to our school that day. If you have had a primary student, at CCM, you remember the excitement yet anxious time for you and your child.

Students in grades 3-8 will start the PARCC assessment the day after Spring Break (April 23). Please refer to the schedule your child's teacher has provided for the actual days your child will take the assessment. Mrs. Mosquera has been sending PARCC Pointers recently in preparation for the assessment. You can help your child by reviewing the pointers with them. It is critical for everyone to not only come to school during the assessment period, but also to be on time. If a student is not in the testing session when it starts, they will not be able to join late. Make up assessments will be provided, but this will mean that students will miss instructional time when their grade level peers are back in class. Thank you for supporting your child and our school as we strive to not just duplicate, but to improve upon the strong scores we had last year.

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 development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.”
 --- Maria Montessori

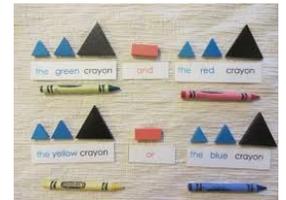
Montessori Language Arts

Language arts forms much of the foundation of the Montessori approach. Woven throughout the curriculum, oral and written communication is both a subject and a method of learning. Each area of the Montessori curriculum - math, science, social studies, music, and art - offers opportunities to learn new vocabulary, explore the relationship of words, and encourage rich discussion.

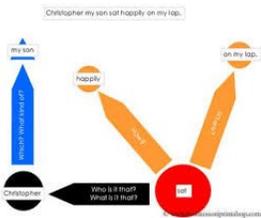


In the primary Montessori classroom, students engage in a variety of sensorial, practical life and pre-writing activities to build the muscular strength and motor coordination needed for writing. Students trace sandpaper letters, building muscle memory and internalizing the sound for each letter symbol. Eventually, the children begin building words with the movable alphabet, and fusing sounds together to read and write words, phrases, and sentences.

Montessori elementary students explore the history of language, written and spoken language, literature and grammar, and syntax. Students read and listen to text from a variety of genres, authors, and styles in order to improve their vocabulary, comprehension, and critical thinking skills. They build their understanding of the writing process, applications, conventions, and research techniques. Elementary students study the rules of communication through word study, detailed work with parts of speech, and analyzing parts of the sentence (sentence diagramming).



In middle school, students apply critical thinking skills to literature and informational text from primary and secondary sources. They refine their analytical, expository, persuasive, and expressive writing. They engage in formal discourse in student-led Socratic seminars, and develop oral and visual communication through unique individual and group projects.



The goal of the Montessori language arts curriculum is to nurture children’s natural interest in language so that they develop a love for reading, learning, and self-expression that can be treasured throughout their lives.

*Mrs. Mosquera,
 Montessori Teacher Specialist*

Counselor’s Corner

According to a 2017 study by the Child Mind Institute, nearly one in three adolescents will meet criteria for an anxiety disorder by the age of 18. Worry and Stress are feelings our children face frequently. The good news is, Anxiety in children is very treatable. Anxiety can affect children in many different ways including: lack of appetite, stomach aches, interrupted sleep and headaches. We can all work together to help support children who are dealing with anxiety.

1. Normalize their feelings: Explain to your child that anxiety is normal and everyone experiences anxiety at some point in their life. Try to avoid statements like “ You will be fine” or “there is nothing to worry about”. These statements try to help the child see hope, but often they make the child feel there is something wrong with them. Ask them what the anxiety feels like and in what situations do they feel the most anxious.
2. Explain the biological process behind anxiety: anxiety is something that lots of people get but it feels different for everyone. It happens because a part of your brain called the amygdala is trying to protect you. If you have an UE student, ask them about the three parts of the brain they learned in our last classroom lesson (Prefrontal Cortex, Hippocampus, and Amygdala).
3. Strategies for dealing with anxiety: Deep breathing and practicing mindfulness can help your brain calm down and slow the worry. Research has demonstrated the effectiveness of mindfulness. Mindfulness trains your brain to stay in the here and now (present). Belly breathing is a way for children to really focus on their breathing and calm their bodies. Have the child lay on the ground and place a small stuffed animal on their belly. Encourage the child to fill their lungs all the way to the bottom and make the stuffed animal rise. As they gently breathe out, the stuff animal will lower.

Two great books to check:

The Huge Bag of Worries by Virginia Ironside

What To Do When You Worry Too Much by Dawn Huebner & Bonnie Matthews

Also check out the kids section of the Calm App

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

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

From the Art Room



It was exciting to see the bicycle tour of DC monuments painting, made by MS and UE art students, on display at this year's AMS Conference in DC. Dr. Timothy Pernell, Executive Director of AMS, is pictured with Mrs. Horan at the conference.



Kindergarten students are exploring the art element of texture as they create texture collages in warm or cool colors.

Lower Elementary students are finishing their beautiful, papier-mache, animal masks with acrylic paint. They are also writing artist's statements about their completed works.

Upper Elementary artists are completing and sharing their papier-mache food sculptures. They are using TAG as they respond to each other's works of art (Tell something you like, Ask a thoughtful question, Give a positive suggestion). UE students are also completing artist's statements about their sculptures.

Middle School Gallery students are creating logo designs for the gallery and developing calls for art for upcoming exhibitions.

Middle School 3D students are completing their clay boxes with acrylic paint and beginning a coil pot project in clay.

Middle School Printmaking students are printing their Original tessellation designs in two colors on 18" x 24" paper.

"All art requires courage." — Anne Tucker



Mrs. Reed

Music Notes

Kindergarten music classes are enjoying the sounds of spring with the 5 Spring Flowers rhyme using various sound effect instruments like the rainstick and thundertube. They are starting their journey to Lower Elementary by learning the Fish n Chips round, identifying quarter and eighth note patterns, and stretching their solfeggio skills to include do, mi, so, and la sight singing.

Lower Elementary classes have enjoyed providing accompaniment to our Everyone is Irish tune and are now moving on to De Colores in triple meter. They are also practicing rhythm patterns in the 3/4 time signature. The Seven Jumps fermata dance was a favorite, but now we are having fun with the moving circle dance "I Let Her Go-Go."

Upper Elementary students are practicing beat patterns in 6/8 meter based on the Irish work song Pat works on the Railway. They discovered the patterns after studying the score for the song and some students found the hidden pattern in the pick-up measure. Students are also analyzing symphonic form with pieces of music written by female composers like Marianna Martines and Fannie Mendelssohn.

Middle School

World Drumming: we are finishing up our African ensemble playing and will be looking towards Latin America.

Drama:

Drama II students have constructed Greek Tragedy outlines using modern stories.

Drama I students continue to explore foundational skills of gestures, emotions, and emphasis.

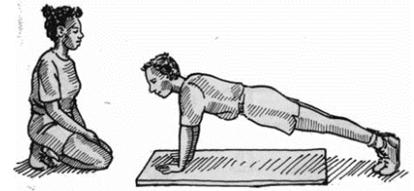


Performing Ensembles:

Our Elementary Performing Ensemble Concert is Thursday April 11 at 7 pm here at Carroll Creek!

Mrs. Reynolds

Physical Education



Primary students have been practicing jumping and landing skills using a mini trampoline. Students have been working on bending their knees and swinging their arms up when jumping and landing on the balls of their feet bending the knees while landing. Primary students have also been working on weight transfer and rolling by making the body narrow and rolling under different obstacles. Balance is part of every P.E. class in primary, ask your primary student to show you how they balance on one foot at home!

LE, UE, and Middle School have been working very hard over the past month completing their spring fitness testing. Our students aim to improve their scores from the fall and revisit the essential fitness components. Students understand why these tests are important to their own physical fitness levels. All our classes completed the mile run. Students have learned how to pace themselves when running longer distances and have been doing a great job encouraging each other.

Please be on the lookout for the **field day permission slip** to be coming home with your student. It is important that you return it in a timely manner so that we can have the t-shirt order placed quickly for us to receive our shirts on time! Thank you for all you do for our students!

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 classrooms have been learning vocabulary for the house. We will begin to incorporate vocabulary for common objects in each area of the house as well as phrases for daily routines. Examples of daily routine phrases include me levanto/I wake up, me lavo los dientes/I brush my teeth, I eat/yo como, me pongo/I put on, voy a dormir/I go to sleep, and more.

Lower Elementary students will continue their story studies as we learn vocabulary for city and community, professions, as well as preposition words and words of directionality. Students will create a map of a fictional town and write directions for how to get to various locations within their town. We will also continue unscrambling word cards to build sentences that describe various picture cards.

Upper Elementary classrooms are continuing to develop vocabulary, comprehension, and writing skills through storytelling techniques. They will continue using literacy skills such as making predictions, retelling, sequencing, describing story elements, and word studies as they read and comprehend Spanish-language stories. Upcoming stories build on previously-acquired vocabulary and introduce new high-frequency language structures such as le da/he or she gives, le dice/he or she says, toma/takes, quiere/wants, tiene/has, está + emotion word to say how he/she is feeling, and more.

Did your **Middle School Spanish 1** student tell you about their culinary taste-test party? Students in Spanish 1 sampled snack foods from Russia, Taiwan, Thailand, Germany, the UK, the Netherlands, and Mexico and used their Spanish skills to rate and describe the food both orally and in writing. A common one for the Mexican snack foods was "muy picoso – very spicy!" They also interviewed classmates to poll their opinions of the snacks. It was such a fun event and a great way to explore other cultures and practice their Spanish! Spanish 1 students are currently studying stem-changing verbs, direct object pronouns, vocabulary for shopping and clothing, and getting around town. Upcoming units include a review ser vs. estar, some irregular verbs in the present tense, and affirmative "tu" commands.



Middle School Spanish 2 students are working on an introduction to the imperfect tense, understanding when to use preterit and imperfect tenses, using -car/-gar/-zar verbs in the preterit tense, verbs with irregular preterit stems, and they will study a few Spanish-language legends and myths told in these verb tenses.

In addition to the learning goals above, all classrooms will begin a cultural study, as appropriate for their abilities, on the Mexican celebration of Cinco de Mayo. Lessons will include some of the history and misconceptions surrounding this holiday as well as traditions such as piñata-making, types of sombreros, and Mexican talavera tiles.

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

Tidbits from our GC

It's the time of year to gather and submit CCM Volunteer Hours!

The calendar year for volunteer hours runs **May 1 to April 30**. So the end of the 2018-2019 volunteer year is **less than a month away**. CCM has a minimum goal of **30 hours of volunteering per two-parent household or 10 hours per single-parent household**. Please take some time to review your calendar and personal records to make sure your volunteering this year is documented and submitted. CCM needs an accurate record so we can submit to FCPS on April 30th. Volunteer hour totals are data points that are shared about our school in a variety of settings including Annual Report and Charter Renewal reporting to the Board of Education and grant, fundraising, financing, and loan applications.

How to document and submit your volunteer hours:

Submit volunteer hours through ParentSquare

ParentSquare is the primary tool for submitting volunteer hours. You can enter hours now for all volunteering that occurred between May 1, 2018 and April 30, 2019 (even if the dates have passed). Please visit either the Parent Square website or app to enter volunteer hours and review the hours you have already entered. Use the link below to access step by step directions for submitting volunteer hours through ParentSquare on your device. <https://parentsquare.zendesk.com/hc/en-us/articles/115000096046-Parents-Report-Volunteer-Hours>

No Further Action Needed: ONLY for volunteer hours performed at CCM during the school day using a Raptor System sticker photo ID volunteer badge

No further action is needed for volunteering completed at school if you received a sticker, volunteer badge from CCM secretary Cathy Rossomondo. The Raptor system that you sign in with to receive your badge records your volunteer hours automatically (as long as you signed out with Cathy at the end of your shift). Examples of this type of volunteering include volunteering in the library and filling Thursday folders. **Please DO NOT submit Raptor System volunteer hours in ParentSquare (this would result in these hours being counted twice.)**

For assistance or more information about logging CCM volunteer hours:

Contact GC reps Bonnie Shenton (White) at Education@CarrollCreekMontessori.org or Michael Beth Edwards at MEwards@CarrollCreekMontessori.org.

For assistance or more information about volunteer opportunities at CCM:

Contact GC reps Kate Chasse at Communications@CarrollCreekMontessori.org or Carrie Jean Rathmell at GCchair@CarrollCreekMontessori.org

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

Attendance

