



Carroll Creek Communicator



1-2	First day back to school
1-2	Writing Club
1-6	Lottery Opens
1-8	Middle School to Rescue Mission
1-8	7:00 CCM GC Meeting
1-9	FCPS MLK Award Ceremony
1-16	Writer's Club
1-16	7:00 Middle School Performing Ensemble
1-20	No School MLK Day
1-21	Middle School to Rescue Mission
1-23	Chess Club
1-23	6:00 Parent Night Cosmic Education
1-29	No School Teacher Work Day
1-30	Second Semester Begins
1-29	7:00 MNCI @ MVM
1-30	Chess Club

Charter

It has been a busy month at CCM! In addition to being granted a 5 year renewal of our charter, we also learned that we earned 5 STARS in the new MSDE accountability system. Sixteen FCPS schools earned 5 STARS (all three charter schools were designated 5 STARS this year). Both the renewal and the star designation are great things for our school and reflect the hard work of our students, staff and families.

The number of clubs, and thus the number of students in after school activities has really grown this year! We have athletic club, chess club, elementary and middle school performing ensembles, film club, garden club, writing club and yearbook club. Several students are also working on their Montessori Model United Nations projects after school and will be traveling to New York City in February. It is wonderful to be able to offer these activities which are all based on student interest.

Our primary classes shared several songs with their families Thursday before break. It was great to see so many parents and grandparents! All our students will gather the day before break to enjoy songs presented by our elementary and middle school ensembles as well as participate in a sing-a-long. Many of our classrooms will have a "winter retreat" planned and led by the oldest members of the class.

Did you notice on the "Important Dates" to the left there are two activities listed for middle school students and the Frederick Rescue Mission? Each month a small group of our middle school student visit the Rescue Mission to help the staff in some way like preparing and serving lunch. This is just one of the regular service activities our students complete on a regular basis. We have classes that regularly pick up trash around our school and many classes visit area parks to pick up trash there. UE students led the gift drive this month. Look for more community service activities as the year progresses.

There is a parent education night planned this month. If you do not know much about cosmic education, this is the session for you! You will learn about the "Great Lessons" and how they relate to student learning as well as helping students understand their connection to the world. We hope to see you there!



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 essential thing is to arouse such an interest that it engages the child's whole personality."

—Maria Montessori

Montessori: Education for the Whole Child

Montessori education develops the whole child, contributing to physical, emotional, intellectual, and social growth.

An individualized and active learning environment. The Montessori teacher observes each child daily, and based on these observations, builds a classroom environment that meets the children's educational and developmental needs and interests. Students interact with specific learning materials, incorporating thoughtful, purposeful movement. They have the opportunity to develop their individual capabilities, whether it is learning how to dress themselves independently, multiply a multi-digit equation, communicate their needs effectively, or problem solve with others. (intellectual, physical)

Classroom design, materials, and daily routines support the student's emerging self-regulation—the ability to educate one-self, and to think about what one is learning—from toddlers through adolescents. Students have the freedom to choose their own learning activities based on what they are interested in and what is available. Developing independence and pursuing one's own interests in the context of a caring community fosters a strong sense of self in each student and encourages pride in one's own unique individuality. (intellectual)

Montessori education expands far beyond the classroom's four walls. Delving into science and social studies by going outside in primary and exploring the community in elementary and middle school adds value and makes content come alive. Students learn to view themselves as global citizens and begin to recognize and appreciate the beauty of different cultures and traditions. Elementary and middle school students learn that they are part of a greater universe and therefore they develop a moral responsibility to protect our planet for the future. (intellectual, physical, social)

Montessori students develop strong bonds with peers. They learn how to solve disagreements, talk about their feelings, and recognize the emotions others are feeling by looking at body language and facial expressions. Multi-age classrooms allow students to interact with children of varying ages. Young children feel more comfortable with older peers and older children develop leadership skills by serving as mentors to the younger students. The combination of independent, partner, small-group, and whole-group lessons and activities introduces children to different learning relationships and interpersonal dynamics (social, emotional, intellectual, physical).

*Mrs. Mosquera,
Montessori Teacher
Specialist*

Counselor's Corner

Happy Holidays Carroll Creek Montessori families. Social and emotional learning (SEL) is an extremely important part of school counseling services as well as woven within the classroom. SEL is a complex topic. It can be seen as individuals developing strong social-emotional skills so they are better able to manage daily challenges and benefit socially, academically, and professionally. SEL lays a foundation for positive and healthy long-term effects on individuals and communities.

SEL can be seen in students by exhibiting effective problem-solving and self-discipline strategies, to managing emotions and impulse control. CCM Students are working to effectively communicate their emotions with peers, staff, and at home. If students encounter a challenge or situation that stirs up feelings inside, they are able to stop and think about their feelings rather than acting on them. Identifying emotions is an important part of development that will allow students to be more successful now and in the future. When students are able to utilize their social-emotional skills, the learning process can thrive and classroom relationships will strengthen. For more information on SEL please visit: <https://www.edsurge.com/news/2019-05-07-why-social-emotional-learning-is-suddenly-in-the-spotlight>



Danielle Adams
Danielle.Adams@fcps.org
M-F 9:00am-2:00pm

Brittany Bishop
Brittany.Bishop@fcps.org
Mon. & Wed. 8:30am-4:00pm



From the Art Room



Square 1 Art orders are being processed. Thank you for your participation!

First-Eighth Grade students have been invited to submit a design for consideration for this year's year-book cover.

Kindergarten students are exploring the visual properties of warm and cool colors as they add color to their still-life compositions.

Lower Elementary students are sewing their appliques using colors of thread that contrast with their chosen fabrics.

Upper Elementary students are creating lids for their clay jars and painting their work using a variety of acrylic colors.

Middle School Illustration students are creating accordion books with illustrations of the elements and principles of art using a theme of their choice.

Middle School Drawing students are using soluble graphite to practice creating the illusion of light, space, and volume in a drawing.

"All art requires courage." — Anne Tucker

Mrs. Reed



Music Notes

Kindergarten classes have been celebrating the holiday season by learning the "Hanukkah is Here" song and accompanying movements, as well as singing Jingle Bells accompanied by various jingle bell instruments on the steady beat. The cold weather meant it was time to start doing the "Freeze Dance" stopping in a freeze pose when the music stops, and learning the quarter note response to our winter rhyme, Hace Mucho Frio.

Lower Elementary classes have also been filled with seasonal sounds as students sing "Ocho Kandelikas" (the Ladino Hanukkah song), the O Hanukkah Dance, Winter Fantasy (a partner song to Jingle Bells) and Feliz Navidad. Our Fishing Story activity continues throughout the year.

Upper Elementary students are beginning recorder study with treble clef review and Feliz Navidad accompaniment. Classes have also sung the Winter Fantasy partner song as well as Ocho Kandelikas, and have learned drumming and tambourine accompaniments. Students have also used the autoharps for the Ocho Kandelikas song as they study chord progressions and minor tonality.

Middle School Music

Independent Study: students are playing the sounds of the season as they work on holiday songs they selected themselves.

Performing Ensembles:

Our Elementary ensemble presented a joyful and festive performance to a packed house on December 5. Well done! The Middle School Ensemble is preparing for their performance on Thursday January 16th. It is sure to be a crowd pleaser as well as they present the rhythms of Africa!

Mrs. Reynolds



Spanish Spoken Here

¡Saludos from the Spanish classroom! The excitement of the season is in the air, and the Spanish classroom has been abuzz with wonderful work and learning.

Spanish 1 – We have been working on a unit called “Quiero Ser/I Want to Be” that is focused on grammar and vocabulary related to school schedules, time, classes, and professions. These last few days before winter break, we are wrapping up our work with a final cultural study project using authentic resources. Students chose a university in a Spanish-speaking country, completed a webquest on the university’s website to research it, and then created a Spanish-language brochure to share what they learned about the school. It was fun and insightful to talk to them about higher education and what their future goals are! Their work has been phenomenal and I plan to display the brochures at the school, so please be on the lookout.

Upper Elementary – Students continue reading biographies of famous Spanish speaking people in modern history and pop culture. Their written responses to the biographies are improving with each passing week and that is so wonderful to see. We introduced a unit on personal descriptor adjectives and completed a cultural storytelling on one version of the Mexican legend of the poinsettia flower, or *La Flor de Nochebuena* as it is called in Spanish. Students also completed a directed drawing of a poinsettia by listening to step-by-step directions given in Spanish. The flowers are all so unique and beautiful, and they will be displayed at the entrance of the school.

Lower Elementary A & B – In LE, Spanish class has become the land of sugary goodness... sort of! We revisited vocabulary for family, size comparisons, and key verbs with a story about a family of gingerbread cookies. And you can’t have cookies at this time of year without *chocolate caliente* (hot chocolate)! We read a Goldilocks-type story about a girl searching for the perfect cup of hot chocolate and learned the words to the traditional Spanish song “Bate, Bate Chocolate/Mix, Mix the Chocolate.” You can listen to one version of the song here: <https://www.youtube.com/watch?v=bjIo0oaCgMg>. As we sang the song, we said and used different parts of our body to “mix” the chocolate and review body vocabulary we’ve learned. In small groups, we zipped around the school to survey older students and staff in Spanish about if they like whipped cream in their hot chocolate and how many marshmallows they prefer. Students graphed the responses on bar graphs and will add them to their hot chocolate mini-journals.



Thank you for your support of Spanish at CCM,

¡Hola Padres de CCM!

Spanish 2 Class

Spanish two students have finished the mini story about Gilik El Extraterrestre “Gilik The Extraterrestrial”. With this story students finishing practicing the -er/-ir regular past tense verbs. Volvió temprano - s/he returned early; conoció a un joven(es) - s/he met a young person (people); Se divertieron - they had fun, where the core vocabulary of the story. Last week, they had their Spanish Christmas songfest, where each group listens four different Spanish Christmas songs, and vote for their favorite. At the end, only two songs from each group were left, and the whole group vote for their favorite. Believe it or not, it was a draw!

Primary Class

PreK and Kinder students finished the food lesson by listening the two mini stories; El caballo tiene hambre “The Hungry Horse” and Que comen los animales “What the Animals Eat.” With these two stories, not only students review Spanish fruits and vegetables, but also learn the words “pan/bread” and “trigo/wheat.” Last week, students learn about Spanish physical description; [the color of their eyes, the color of their hair, skin tone, height and gender \(niño y niña\). Yo soy bajo\(a\) o alto\(a\) \(I am tall or short\), mi pelo es \(my hair color is\), tengo ojos \(my eyes color is\), mi piel es \(my skin stone is\) where the core vocabulary.](#) Students practiced description using different pictures and also by describing themselves. As the primary winter concert is next week, students have been practicing two songs, Los colores (the colors) and El invierno ya llevo (The winter is here). Below are the links of the songs, for those parents that would like to sing the songs with students at home.

Los colores (the colors) <https://www.youtube.com/watch?v=zplQ5du4V94>

El invierno ya llevo (the winter is here) https://www.youtube.com/watch?v=NAgux_OH2FM&list=PLcWjQ41HZ8qH7IPcmJhJfwm-aeyNizn5h&index=24&t=0s

Lower Elementary C

The students from lower elementary C, finish their food lesson by reading two stories; The first mini story was Que comen los animales (What the animals eat) where the students needed to guess what kind of food the cow, cat, dog, little chick and horse eats. With this story, students learn two new food names; pan (bread) and trigo(wheat). The second mini story Figuras para el almuerzo (Shapes for lunch) students match the shape with a given food. This last week, students learned about physical description; the color of their eyes, the color of their hair, skin tone, height and gender (niño y niña). Yo soy bajo(a) o alto(a) (I am tall or short), mi pelo es (my hair color is), tengo ojos (my eyes color is), mi piel es (my skin stone is) where the core vocabulary. As their closed activity, students wrote their own physical description and made a self-portrait. Winter break is near, and since I would like the students to continue practicing numbers, color and days of the week at home, below, LE parents can find videos that we have been watching in the classroom for home review.

Los números (the number) <http://bit.ly/36DiQ6D>

Los colores (the colors) <http://bit.ly/2ss4DL2>

Los días de la semana (Day of the week) <http://bit.ly/2RPLD3S>

Thank you for your support of Spanish at CCM!
Zuleima Lopez, Spanish teacher

Physical Education

Kindergarten students have been practicing the skill of underhand rolling. Students have practiced rolling at stationary targets, moving targets, and in group games. Kindergarten students are moving for almost 90% of P.E. class so recently we have been talking about what happens to you when you are moving a lot or exercising (heart beats faster, breathing harder).

LE, UE, and Middle school students have been learning about hockey and practicing the skills needed to play the game. Using hockey sticks can be dangerous so we spend a lot of time talking about stick safety and how to be safe during gameplay. The skills being worked on in this unit include: passing and receiving with an implement (hockey stick), controlling a puck/ball with an implement, proper grip for a hockey stick, and shooting with an implement. Lower Elementary students practiced these skills and play small-sided games usually on scooters. Upper Elementary and Middle school have the opportunity to play a regular game during later classes after students have become proficient with the skills!



Mr. Hickman

Tidbits from our GC

Dear CCM,

As was communicated in Parent Square, the outcome of the Board of Education vote regarding renewal of the CCM charter was a 5 year renewal of the charter with a one year probationary period to provide deliverables for math achievement and multi-tiered student supports.

We have the option to return to the board for an extension of the charter term when we have a concrete facilities project that would benefit from a term longer than 5 years.

CCM & MMCI Leadership and Staff will collaborate with Mark Pritts, FCPS Instructional Director, and other personnel to address the items needed to meet the criteria of the probation.

Video of the BOE Dec. 11 meeting is available for those who wish to review it at <https://go.boarddocs.com/mabe/fcps/Board.nsf/Public#>

See agenda items:

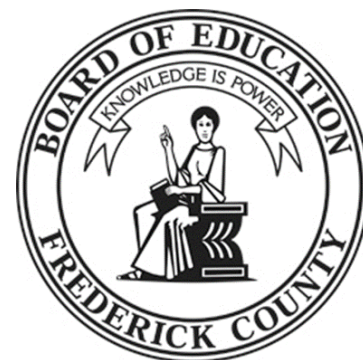
Board of Education Meeting
Wednesday, December 11, 2019

4.06 Public Comment

4.09 Board Member Comments

6.01 Renewal of Carroll Creek Montessori Public Charter School (CCMPCS)

Looking for ways you can help? Watch for communications through parent square following the January 8 GC meeting or email gcchair@carrollcreekmontessori.org.



Regards,
Carrie Jean Rathmell
CCM GC Chair