



Carroll Creek Communicator



Settling in for a Long Winter's Work

2-6	4:00 Clubs Chess Garden Writing
2-7	Report Cards Sent Home
2-10	7:00 MMCI @ CCM
2-11 & 2-12	Hearing & Vision Screening PK, K, 1, 8
2-12	6:00 CCM Facilities Meeting
2-12	7:00 GC Meeting
2-13	4:00 Clubs Chess
2-14	12:45 Early Dismissal
2-17	School Closed Presidents' Day
2-18	Middle School to Rescue Mission
2-20	4:00 Clubs Chess Writing
2-25 & 2-26	9:30 Parent Ed. P4 moving to Kindergarten
2-24	5th Grade Outdoor School
2-26	Hearing and Vision Screening PK, K, 1, 8
2-26	5th Grade Outdoor School
2-27	4:00 Clubs Chess
2-28	6:00 Talent Show @ MVM
3-4	1:45 Early Dismissal

It seems like we haven't really had winter at all this year, or maybe we actually are still having fall without all the beautiful leaves. It seems like it might be beneficial if we had a good cold snap that killed all the nasty germs.

Observing around the school and visiting classrooms there is a calm that has set in as students have an appreciation for a more uninterrupted school schedule. There have been more interruptions due to illness than usual, but once students return their joy in getting back to work is evident.

Our parent education night in January was "Cosmic Education". There are five stories that give students the foundational stories of how written language and numbers developed as well as topics such as scientific theories. These lessons spark curiosity in children to want to learn more. We will not have this same session for a couple of years, but you will want to check out upcoming parent education opportunities such as "Montessori Math", "The Value of the Three Year Cycle in Primary", "The Montessori Middle School" and "Montessori at Home".

The state of Maryland has requirements for all schools to teach about Constitution Day, Columbus Day, Veterans' Day, Martin Luther King, Jr. Day, Black History Month (including specifically Harriet Tubman and Frederick Douglas), Abraham Lincoln, George Washington and Arbor Day. Our staff have made a chart of all the activities we do concerning the required topics and it is wonderful to read the expansive instruction that is not just delivered on one day, but throughout the school year across all levels and content areas.



Currently 202 of 288 students have completed re-enrollment for the 2020-2021 school year. If you would like your child to continue at CCM, please complete the re-enrollment process at <https://lottery.mmcmd.org/login> Please also continue to share with your neighbors and friends lottery information. We offer tours for families who are applying through the lottery that are scheduled through Mrs. Rossomondo.

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

"Let us give (the child) a vision of the whole Universe. The Universe is an imposing reality and an answer to all questions... All things are part of the Universe and are connected with each other to form one whole unity. The idea helps the mind of the child to become focused, to stop wandering in an aimless quest for knowledge. He is satisfied having found the universal center of himself with all things."

- Maria Montessori

Cosmic Education: The Heart of the Montessori Elementary Classroom

"In the beginning, before you were born, before your mother and father were born, before your grandparents were born, before there were even people on the earth, before there was the earth! There was nothing...nothing at all."

The eyes of elementary students grow large as they imagine this, the story of the Beginning of the Universe, which they hear their teacher tell each school year. It is one of five "Great Lessons," bold and exciting stories that weave together the study of math, language, history, geography, biology, and the physical sciences. The Great Lessons provide elementary students with a vision of the Universe, and of the interconnectedness of everything, living and nonliving, from the cosmos to the span of human culture.

The elementary curriculum is framed by the Great Lessons, beginning with the First Great Lesson telling the story of the Beginning of the Universe. The Second Great Lesson is the Coming of life. The story emphasizes the diversity of life and the "jobs" that each living thing does to contribute to life on earth. The next Great Lesson is the Coming of Human Beings, focusing the three gifts that make humans unique: a mind to imagine, a hand to do work, and a heart that can love. The Fourth Lesson, Story of Language, is the story of the development of the written alphabet, with an emphasis on the incredible ability that humans have of committing their thoughts to paper. The last of the Great Lessons is The Story of Numbers. This lesson begins with the earliest civilizations, who often only had "one," "two," and "more than two" as their numeric system. It continues with a look at different numbering systems throughout the centuries, culminating in the decimal system that we use today.



The Great Lessons, and the lessons and study that follow, form what Maria Montessori called the "cosmic curriculum." It is designed to meet elementary students' developmental need to make sense of their world and their role within it. The cosmic curriculum enhances students' ability to understand the fundamental questions, "Who am I?" "Where do I come from?" "Why am I here?"

Within the big picture of the Universe, everything the child learns is connected. Children can use this big picture perspective to organize new information mentally. The Great Lessons tell how each particle, substance, species, and/or event has a purpose and a contribution to make in the development of all others. The student becomes conscious of his or her unity with other humans, all life and planet Earth, with the Universe itself.



Counselor's Corner

*Mrs. Mosquera,
Montessori Teacher
Specialist*

Happy New Year Carroll Creek families! Getting back into the routine of school can be challenging for students. January counseling lessons were focused on a variety of topics to help kids get back into the groove of school and interacting with their peers.

Pre-K and Kindergarten students received counseling lessons on the importance of following directions. Students engaged in a "Simon Says" activity, and then independently worked on a picture that they had to follow directions to complete. Students discussed the importance of listening and what that looks like both in school and at home. Students also discussed what can make directions difficult harder or easier to follow. The lesson was wrapped up with a reflection of what can happen if we fail to follow directions. It's vital that students of all ages understand how following directions is directly related to success and understanding what is going on in and outside of school.

Lower and upper elementary students participated in lessons on empathy and problem solving. Lower elementary classes discussed that empathy means putting yourself in someone else shoes and being able to understand the feeling of others. Students worked in groups to complete a puzzle activity that allowed students to identify different feelings, and the decide what would and would not be an appropriate way to show empathy. Upper elementary students worked in pairs to role play different problems they might encounter. The scenarios they role played allowed them to engage in problem solving by identifying their own and others perceptions and feelings.

Middle school students received a Naviance lesson on goal setting. Students identified how setting goals can help us with to work towards college and career readiness. Students discussed the importance of having goals inside and outside of school and different steps they can take to reach their goals.

Danielle Adams
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M-F 9:00am-2:00pm

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

From the Art Room



Kindergarten students are exploring the art elements of color and form through the creation of a sculpture made of hand painted paper.

Lower Elementary students are completing their applique projects and reviewing the characteristics of color. They are also experimenting with drawing using French curves.

Upper Elementary students are completing their canopic jars. They are also learning about positive and negative space as they create hand cut silhouettes.

Middle School Illustration students are completing accordion books with illustrations of the elements and principles of art using a theme of their choice. They are also practicing drawing facial expressions and developing ecology themed illustrations.

Middle School Printmaking students are exploring the history of printmaking in teams and developing examples of relief, stencil, and planography printing. They will present their research to the class.



“All art requires courage.” — Anne Tucker

Mrs. Reed

Music Notes

Kindergarten music classes have started to explore the major scale with the Snowman song on the resonator bars and with solfeggio hand signs. We have explored the autoharp as we accompany the classmates singing the “Gung Hay Fat Choy” Lunar New Year song. The Freeze dance remains popular through these chilly days; we have also added the “Elephants Have Wrinkles” dance to our growing repertoire of dances.

Lower Elementary classes have enjoyed singing the Hot Chocolate song practicing call and response technique. Students are also demonstrating their ability to perform quarter and eighth note patterns on our new xylophones and glockenspiels. We are also using the instruments to accompany a Lunar New Year song in pentatonic scale.



Upper Elementary students began the new year with a three part recorder review consisting of all the rhythm values they have learned to include sixteenth and eighth note combinations. They are also playing along to Star Wars music and have started full length, 3 part version of Ode to Joy.

Middle School Music

Independent Study: students are preparing selections for their final evaluation to demonstrate their progress on specific instruments. Students are preparing pieces on guitar, ukulele, and keyboard.

Performing Ensembles:

The Middle School Ensemble concert was a fabulous success! They are now preparing for an in school assembly to demonstrate world drumming techniques and adding additional selections for Black History Month.

Elementary ensemble rehearsals start again on January 28th.

Mrs. Reynolds

Spanish Spoken Here

¡Saludos from the Spanish classroom! Before getting into our work from January, I wanted to share two good resources for sneaking some productive Spanish into your child's screen time:

The Fable Cottage – www.thefablecottage.com This website has nine classic fairy tales that are read aloud in the language of your choice. Video, pictures, texts, and translations are available for the different stories. The level of Spanish used in the stories is geared toward more fluent speakers, but the stories are highly familiar and side-by-side translations are helpful.

Salsa PBS – www.pbs.org/show/salsa This tv show created by Georgia Public Broadcasting uses puppets, songs, digital animations, and more to tell familiar or easy-to-follow stories in Spanish. It is designed for children ages PK – 3rd grade, but honestly even older children can enjoy and receive valuable Spanish input.

January has been a month filled with wonderful learning and work related to New Year traditions in Spain and Latin America, words for the winter season, and more.

Spanish 1 – Students studied the tradition of *Las Doce Uvas del Año Nuevo* (Twelve Grapes of New Year's). We held a class New Year party and ate 12 grapes with the chimes of the clock, wrote resolutions in Spanish, and watched the NYE ball drop broadcast from Madrid. Students also completed a circle-the-room book translation and illustration assignment that targeted both high-frequency and new language. We also played "Walking Whisper Dictation" and did a Guided Speaking assessment using only images to verbally retell a class story. Speaking in a new language can be intimidating, but the students coached each other and they all did an amazing job!

Upper Elementary – Students completed a Spanish reading and a comprehension game about *Las Doce Uvas del Año Nuevo*. This is the tradition of eating twelve grapes on New Year's Eve for good luck. We played a favorite game called "No Es Justo - It's Not Fair!" to check comprehension of recent units on the winter holidays in Spain and Latin America. It's "unfair" because a team can answer correctly and earn points or answer incorrectly and lose points. It's totally random and the students go nuts (in a good way) when we play! Students also continue their work on mini-biography readings followed by comprehension writings. We revisited personal descriptor adjectives and used the words we previously learned to create posters describing Dr. Martin Luther King, Jr.

Lower Elementary A & B – Lower El students compared how some families in the US celebrate Christmas with how some families in Spain and Latin America celebrate *El Día de Los Reyes Magos*, or Three Kings Day. They created paper crowns with a Spanish writing about the holiday on the inside and learned about the delicious special bread called "Rosca de Reyes." Students played a paper Rosca de Reyes game in class and then made one to take home. We also reviewed winter clothing words using playful snowmen. Students followed Spanish verbal directions and to draw wacky snow creatures. They also sequenced images and matched the correct Spanish sentences to each image to retell a class snowman story. We capped things off with a fun Guess Who-type game using key Spanish vocabulary to guess the snowman.



Thank you for your support of Spanish at CCM,
Marisa Maldonado, Spanish teacher

¡Hola Padres de CCM!
Spanish 2 Class

Our Spanish 2 class started the year learning about "El Día de Reyes", The Three Kings Day, and the cultural aspect of this celebration. Día de los Reyes is a common celebration, not in all, but in some Latin America countries. At the end of the activity the students did a Día de Reyes web quest, where they needed to identify the differences between how they celebrate Christmas at home and how Hispanic children celebrate Día de Reyes. As a treat for them, I baked them the most delicious Rosca de Reyes (Mexican sweet bread). JUMMY! Also, students review past irregular Spanish verbs and this week they started learning about the word Gringo. Students have learned the different versions of why Americans are called "Gringos" when they visit Hispanic countries and the cultural aspect of it.

Primary Students started the year learning about the type of clothes we use during winter; guantes (gloves), abrigo (coat), botas (boots), pantalones (pants), orejeras (earmuffs), bufanda (scarf). As a lesson activity, the students did a clothing race, where they rolled a dice and by using a graphic each student color in the piece of clothing they got. At the end, we revealed the winner by county in Spanish, how many spaces were colored. This week they learn about winter animals and their sound. Our Kinder friends discussed about how families eat grapes through the last second of the old year, and how they make wishes while eating the grapes. As an activity they color doce (twelve) uvas (grapes) and glue on their one wishes. I started using a new curriculum called Hola Niños, which unit started with learning about grande (big) y pequeño (small), pez (fish) and gato (cat). They had a small assessment about grande y pequeño and all of them did a great job. I am so excited about how well they are responding to it.

Kindergarten are learning numbers through songs. In addition, they have a new class song called "saco una manita" which they love a lot. I have included the link to the song at the end of this paragraph. It is not the same song we do in the class, but it is the same concept of reinforcing mano (hand) as part of the body, abrir (open) and cerrar (close). Saco una manita; <https://www.youtube.com/watch?v=4MbJkxSLd4>

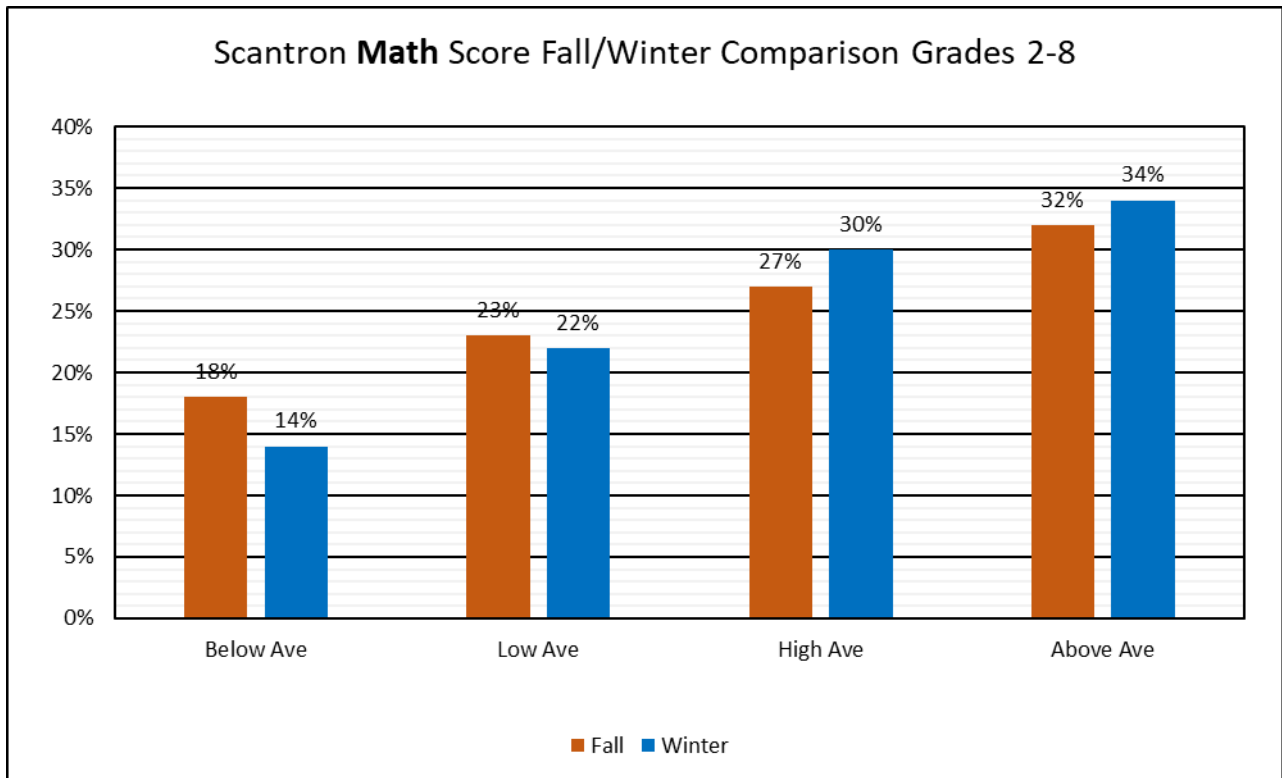
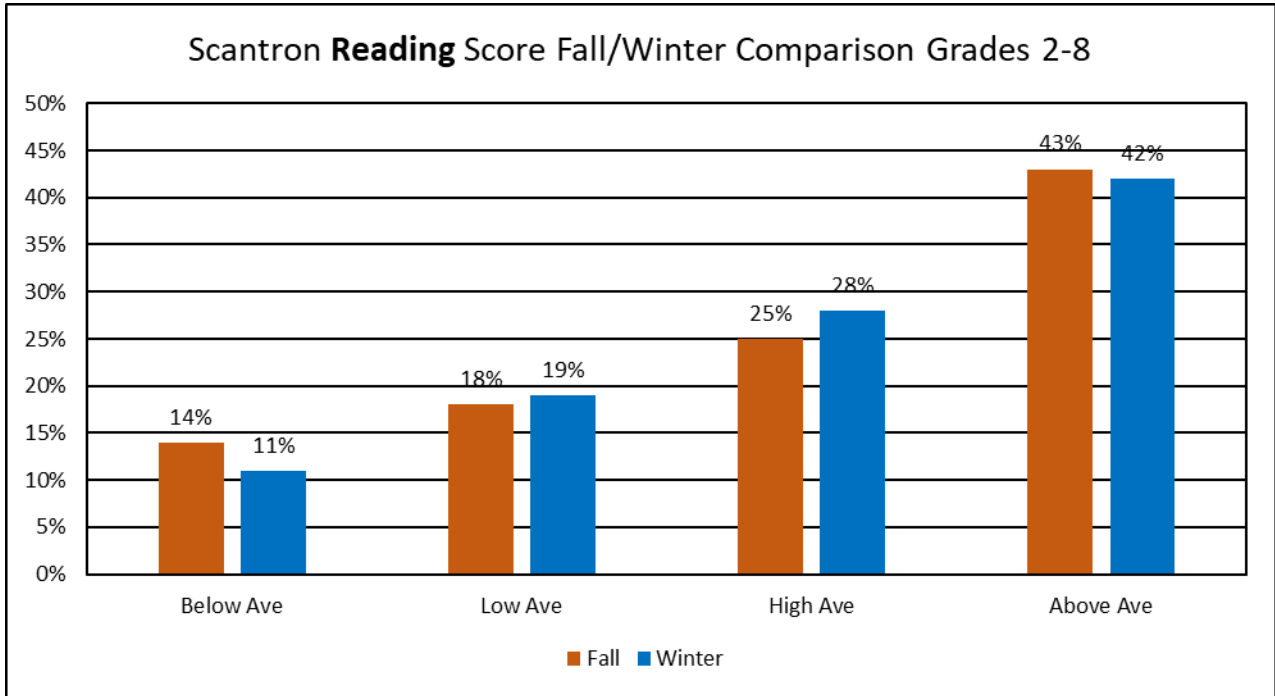
Lower Elementary students began this year by learning about los Tres Reyes Magos. They learn about the objects each king had and the lesson ended up by creating their own coronas (crowns). They also have learned about the word me encanta (I love it), me gusta (I like it), le da (she/he gives him/her), triste (sad), and furioso (furious). Family members were introduced this week and the class read a story using the vocabulary words mentioned above. They have been also introduced to the word "guacala" (used in Spanish to indicate disgust). You will find one of the videos I use in the classroom by using the link below.

Me gusta Super Simple Español <https://www.youtube.com/watch?v=OongrUJCef4>

The CCM Spanish department is always looking and searching for new things to incorporate into our classrooms. Below you will find a link that will take you to website use to help children learn Spanish, it is called Salsa. I have watched a couple of videos and I have used it with my own daughter and she loves it. So, I know our kiddos will love it too. Here <https://www.gpb.org/salsa/term/episode> you will find episodes that our students, from any age, will enjoy. Not only they will learn new words and phrases, they will also review those terms already taught in class. There is not a sequence to follow, just start with any video the child desires.

Scantron Results

Students in grades 2-8 recently completed testing in both reading and math. Below are scores that compare fall to winter and winter scores by grade level. You will receive a copy of your child's Scantron scores with their report card next week.



Scantron Results

