



## Mission

### 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.

## Principals Message

I feel so blessed to have been able to attend the recent American Montessori Society conference in Nashville, Tennessee. It has been three years since I have been able to engage in this rejuvenation of my Montessori heart. The keynote speakers were inspiring as usual. Jamie Casap, formally from Google, spoke about technology, innovation and creativity. Isabel Wilkerson, winner of the Pulitzer Prize and the National Humanities Medal, spoke about immigration and migration in the United States, how that has effected our culture and ways understand all people better. Ashley Judd, yes, THAT Ashley Judd, spoke about her journey as an advocate for children and women around the world. She related her experiences to the work we do as Montessorians - it was a powerful message! Michael Thompson spoke about reliance in children and the effects of COVID on everyone. Duncan Wardle, from Disney, again inspired us to open our creativity and limit the "no's" and instead say "and then..." The three of us from CCM collectively attended fabulous sessions on burn out, geometry, positive discipline, public school networking sessions, working with governing boards, anti-biased, anti-racist education, geography, and grammar to name a few. They were four very long days, but Ms. Smith, Mrs. Gouge and I came back refreshed and eager to share and implement things we learned!

While we were in Nashville, two very important bills went through their initial reading in the Maryland legislature. The first is one that will enable public Montessori schools to hire certified Montessori teachers to teach in their schools with out Maryland teaching licenses. This bill was put forth just before COVID, but we all know COVID changed everything and the bill never went through the final reading. The second bill pertains to providing preschool programs funding through the Blue Print for Education (Universal Preschool). Without this bill, Montessori primary programs will not be able to receive any funding for their P3 or P4 students (we currently don't receive

funding for these students, but it surely would be nice to do so). The final reading for both of these bills will be Tuesday at 1:00. We are hoping for positive results for both bills as they both have potential to positively impact our school significantly.

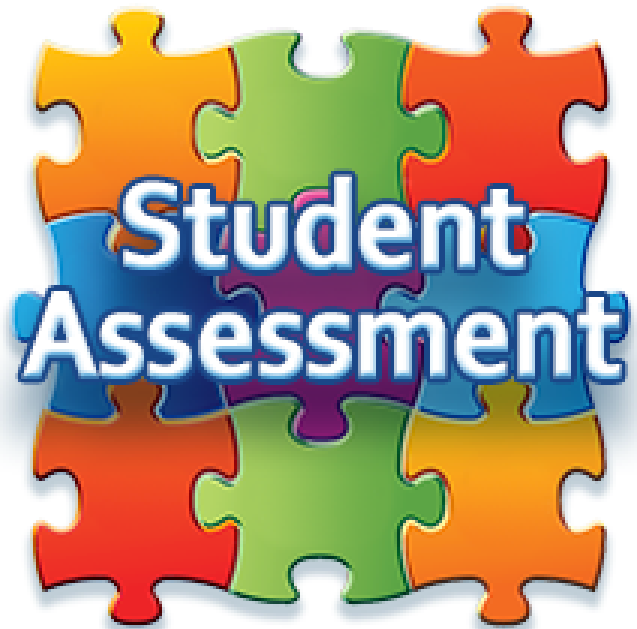


I have included several "end of the year" dates in the "Upcoming Events" portion of the newsletter below. TEN YEARS! How did ten years sneak up on us so quickly? Please plan on joining us for a very special celebration of the first ten years of our amazing school Saturday, May 21st. There will be honored speakers, music, food and drink!

**Marilyn Horan**, Principal

### **Upcoming Events**

- 3.28** No School - Teacher Work Day
- 3.30** MMCI Meeting @ 7:00
- 4.4** Lottery Results Shared by this date
- 4.6** Spring Pictures (only those requesting pictures)
- 4.6** 8th grade pictures
- 4.6** **GC Meeting @ 7:00**
- 4.7** Report Cards Sent Home
- 4.11/12** MCAP ELA Testing
- 4.15-4.22** Spring Break
- 4.26/27** MCAP Math Testing
- 4.27** MMCI Meeting @ 7:00
- 4.29** Move Up Day
- 5.21** CCM 10 year Celebration @ 10:00
- 5.26** 8th Grade Celebration (by invitation only)
- 5.28** Field Day
- 6.7** Last Day for Students

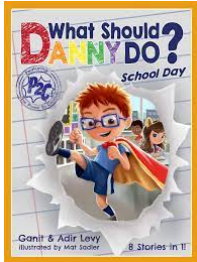


### **Counselors Corner**

We continue supporting students with a variety of needs related to academics and social-emotional wellbeing at school. Our goal as school counselors is to be able to connect with each student at CCM.

### **Classroom Lessons:**

In our Primary classroom lessons this month we read “Miles McHale, Tattletale” by Christianne Jones. We discussed the difference between tattling and telling. After reading the book we went through many scenarios to help reinforce which situations were tattling and which were telling. Check out this chart which outlines what is tattling and what is telling. **Tattling Vs. Telling**



In Lower Elementary, our lesson focus was about decision making. We read the book “What Should Danny Do? School Day” by Ganit & Adir Levy. This book is a choose your own adventure book. The students were able to decide if Danny should make a good choice or a poor choice. Based on the choice, they were able to see the outcome of that decision. After the book we did an activity to reinforce that each person has the power to choose and use responsible decision making skill

Upper Elementary classrooms will be working on perspective taking and empathy. We will be doing a hands-on activity where students will learn what empathy means and how to show empathy to others. Empathy is defined as: the ability to understand and share the feelings of another. Empathy helps us to minimize conflict and be more caring towards others.

Middle School students will be working in the Naviance platform to complete the Strengths Explorer Survey. The Strengths Explorer Survey is a strengths assessment that assesses 10 talent themes for individuals and identifies each student’s three strongest emerging talents. Students will learn how to capitalize on their success and discover what they need to do next to continue building on their strengths. These Talent themes include: Discover, Confidence, Dependability, Caring, Relating, Presence, Achieving, Future Thinker, Organizer, Competing. Students will learn what their strengths are, action steps to continue to develop those strengths, and career pathways associated with those strengths. Knowing their strengths can help students accomplish their goals in life.

**[Click here for a Parent Resource](#)** about why friendships are important for your kids! “Friends Indeed!”

Attendance If your student is absent you need to notify the school via the attendance email ([ccms.attendance@fcps.org](mailto:ccms.attendance@fcps.org)) or by physical note to Ms. Anderson. Student absences are only excused if we are provided a lawful reason for absence (ex. Illness, doctor’s note for illness and appts., 5 days vacation, death in the family, COVID, etc.) within 48 hours of student absence. We will also take early notification!

**Danielle Adams**, Counselor

**Kathleen McNamara**, Counselor

**From the Art Room**



**Kindergarten** students are identifying and using the art elements of form, color, and texture as they complete papier mache masks and learn about masks worn for South American fiestas.

form as they create a three-dimensional version of their choice of animal from the rain forest.



**Lower Elementary** students are practicing the art element of



**Upper Elementary** students are painting their three-organism, ocean food chains and learning about fine artists Julie Mehretu, Nick Cave, and Shantell Martin.

**Middle School Sculpture** students are completing their first papier mache sculptures with paint and exploring Nick Cave's Sound Suits in preparation for a wearable art papier mache project.

**Middle School Oil Painting** students are completing their color mixing charts in preparation for a still-life painting project that will explore underpainting and light.

*"All art requires courage" - Anne Tucker*

Lisa Reed, Art Teacher

**Music Notes**

**Kindergarten** classes have celebrated St. Patrick's Day by singing the Wee Falorie Man song, about the Irish town where the Leprechaun legend started. They have also explored my 12 string Irish Harp (that did come from Galway, Ireland!) and played along to their singing. We have moved into warmer weather and left the Freeze Dance for the springtime favorite, 7 Jumps. Students have also enjoyed playing the Mr. and Mrs. Potato Head games, a practice in singing the "sol-mi-la" solfege syllable pattern.



**Lower Elementary** students have also enjoyed playing the harp, but have delved deeper into Irish music with the work song, Pat Works On the Railway. Our steady beat challenge has been a stone passing game from South America, Acitron. Classes have used egg shakers instead of stones. Elementary classes have also joined in the 7 Jumps Dance, balancing on one foot as the *fermata* holds the music!

**Upper Elementary** are continuing to challenge themselves with music staff fundamentals in their study of flats and sharps found in their keyboard music. Students have also learned to play the 12 bar blues progression in various keys on the orff instruments, practicing with songs they have written themselves.

### **Middle School**

#### Independent Study

Keyboard: students are moving on to more difficult C position songs, as well as relative minor, songs using sharps or flats, and songs shifting positions.

Guitar and Ukulele: students are practicing individual string melodies, more complicated strum patterns, and Ode to Joy, as they play along with keyboard students.



Drama: students have had lessons on emphasis, timing, and are finishing the 3<sup>rd</sup> quarter with monologue performances; students have also enjoyed a taste of Abbott and Costello performing sections of the famous "Who's on First" routine.



***Performing Ensembles:*** Our concert date is **May 19**. We are hoping to do an outdoor concert featuring both groups!

**Mary Lou Reynolds**, Music Teacher

**Spanish Spoken Here**



¡Hola familias de CCM!

We have so many different learning themes happening in our upper level Spanish classes. Please read below for details about what each level is exploring.



- **Montessori Spanish Experience** – MSE students finished their book *Agentes Secretos y El Mural de Picasso*. In addition to a final exam on the book, students illustrated and built story towers from index cards to retell the most important events of the story visually. Then, they used those story towers during their group oral retell in Spanish. The novel featured secret agents during the Spanish Civil War, and as a fun extension the class visited the International Spy Museum in Washington D.C.
- **MS Spanish 2** – Spanish 2 students continued their exploration of the Afrolatino experience by studying Celia Cruz and her anti-racist and self-empowerment song “Bemba Colorá.” We used this discussion to practice high-frequency grammar in the descriptive past tense (tenía, era, decía). Students then took on another cultural discussion topic as we learned about “Los Piropos.” Piropos are considered by some to be flattering compliments while others view them as out-of-touch and valuing only physical appearance over one’s abilities or intelligence. We used this unit to review stem-changing verbs such as *comienza/begins to* and *piensa que/thinks that*. Students completed a timed presentational writing work to share their understandings of Los Piropos and share their perspectives.
- **MS & 6<sup>th</sup> Grade Spanish 1** – Spanish 1 students culminated their exploration of famous Afrolatino figures by writing mini-biographies on a figure of their choice. They combined their biographies to form a large quilt that was displayed in the hallway for other students to explore. Spanish 1 students used several shared class stories to introduce the verbs *se sienta/sits*, *se levanta/lifts or raises*, *le grita/yells at*, *tienes que/you have to*, *puede/is able to*, and *ayuda/helps*. Students completed a timed presentational writing to demonstrate their ability to accurately use these target grammar structures in an original story.
- **Upper Elementary A** – In the final chapters of our class novel, the characters travel to a history museum where they discover ancient mummies. We used this event to springboard into an exploration on the similarities and differences between mummification practices in Ancient Egypt versus ancient civilizations in Peru and Bolivia. Students tackled an informational Spanish article written at the intermediate-mid/intermediate advanced level to gather information and compare the two topics in class works and discussions. We are now working on short Spanish skits of our final chapters. Students are creating their own props and memorizing the Spanish dialogue. Their acting skills are always so much fun to watch!

Please let me know if you have any questions about your child’s progress. Thank you for your support!

**Marisa Maldonado**, Spanish Teacher



We have incorporated Jueves de juegos (Thursday of games), and the students can't wait for it to be Thursday to play this way we are practicing grammar vocabulary and we're having fun learning in Spanish.

Upper elementary and lower Elementary group  
A students have been learning about the Tiger, the Elephant, the Chameleon and the Giraffe.



The grammar we learned was: Es, Vive, le Gusta no Lagusta. The students were able to do an investigation and a presentation in front of all the classroom about the animal of their choice. This activity allowed students to work in groups with their friends and to get more confidence at the time that they have to speak Spanish in public.



Lower Elementary is also learning about The Tiger the Giraffe and the Elephant they are learning the vocabulary es, vive and come. They are learning through dancing and singing songs that we play in class as well as playing games.

For the next couple of weeks will be working on different novels based on the Spanish level of the students. This will bring them additional vocabulary work and more confidence. They are reading and writing more than they were when school began and these skills will continue to grow as we work through the fourth quarter.

I'm really excited for what is to come and to see where my students can get to by the end of the school year; thank you so much for allowing me to be part of their lives.

**Isabel Schmitz**, Spanish Teacher

## **Physical Education**



Artwork by Leila Maldonado

# PE HAPPENINGS!

March 2022

"Athletics are great. But physical education is for every youngster -- to help them learn about themselves, learn about their bodies, learn ways to become physically active but not necessarily to compete,..."

-George Graham, PH.D.

## What are we doing this month?

### Kindergarten & Early Elementary

- Cooperative games that focus upon agility, balance, and coordination (color tag, mosquito tag, musical polyspots, etc)
- Introduction to field day activities

### Upper Elementary and Middle

- Final Fitness Assessments: Push Up (muscular strength) and Sit Up (muscular endurance). PACER for cardiovascular endurance
- Kickball and Wiffleball Units



# Extra Notes:

As spring is upon us and the weather permits, the upper elementary and middle school students will be outside participating in kickball and wiffleball units. They are effective introductory games for modified baseball/softball. Students are encouraged to dress for outside activities as well as bring their personal water bottles.

Lower Elementary and Kindergarten students are working on cooperative games with a focus upon agility, balance, and coordination. I will be emphasizing good sportsmanship and teamwork as we begin to work on field day activities.

Kerry Grimm, PE Teacher

## 6th Grade SEL

Students in 6th grade meet two days a week to explore topics and skills related to Social and Emotional Learning. Recent lessons included:

- Role models – First, we identified traits of good role models and discussed historical/famous role models as well as role models we actually know. We then examined how they as 6th grade students serve as role models to others in the school. Students were tasked with sharing situations that contribute to both positive and negative classroom cultures and then reflected on what specific actions they can take to serve as positive role models to others in those classroom situations.
- Building and practicing Resilience – We are moving into an exploration on how to be resilient. We are using mentor texts such as *The Boy Who Harnessed the Wind* and *A Long Walk to Water* to guide our discussions.

