



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

February was an exciting month for Carroll Creek Montessori School!

We presented our Annual Report to the FCPS Board of Education. We received many compliments and comments of support from the board members. It was a very positive review of the work our students, staff and families completed last school year. If you would like to review the report you can find it and the Powerpoint on the Board Docs [here](#). If you would like to watch the actual presentation you can find it [here](#) at 1:18. Another exciting moment was when we welcomed students back to the building.

We welcomed some students we had not seen in person for almost a year as well as those we were meeting for the first time. While we could only "see" smiles during lunch, the eyes and voices said it all! It was wonderful to hear conversations and laughter throughout the hallways that have been quiet for far too long. We can hardly wait until it is safe to have everyone back in one place! CCM, along with all FCPS schools, has had multiple visits from district level administrators checking on all the processes and procedures in place for the safety of all.



The lottery closes in a few short days with families being invited to join our school after being accepted through the lottery shortly thereafter. We hosted a "Prospective Parent Information Meeting" since we had no way of providing tours over the past year. 186 families attended! They asked excellent questions and appeared grateful for the opportunity to learn more about the lottery process and our school.

State assessments are on the horizon. We are not sure of the schedule as of yet, but will communicate that information as soon as it has been solidified. The assessments being given this year are an abbreviated version of a "normal" year. Only language arts and math will be assessed (no science or social studies).



This year, all students are eligible for free breakfast/lunch/supper. Please check the FCPS menu with your child before they come to school each day to determine what they will choose (hot lunch, pizza, WOW butter or salad).

Thank you to all families who have been bringing their children to school! The attention and care you have given to these procedures have led to smooth, safe arrivals and dismissals each day. As you know, we have very limited space in our current building. That space limitation has been a factor in the number of students who are currently attending school in the building. We are, however, going to start a list of students who would like to join their class in the building starting the fourth quarter. If you would like your child to have this opportunity, if there is space available, please email myself and Mrs. Anderson so we can make note of that. We will contact you before the beginning of the last quarter to let you know if there is additional space available. If your child is currently attending in person, you do not need to contact us.

Marilyn Horan, Principal

Upcoming Events

- 3.3 2-hour Early Dismissal (No instruction after 2:00)
- 3.10 CCM Facilities Meeting @ 6:30pm
- 3.10 CCM GC Meeting @ 7:00pm
- 3.12 Lottery Closes
- 3.15 Book Fair Opens
- 3.24 MCCI Meeting @ 7:00pm
- 3.26 Lottery Drawing
- 3.28 Book Fair Closes
- 3.29-4.5 Spring Break
- 4.6 Classes Resume



Montessori Moment

Observation:

An Integral and Ongoing Part of the Montessori Teacher's Work

The Montessori Method of education is a child-centered educational approach based on scientific observations.

Maria Montessori herself was not a teacher. She was an observer who had others teach for her. She designed materials and lessons and observed as the children engaged with them. Based on her observations, she made modifications. And then again, she observed. She considered it to be a fundamental part of her process.

As with Dr. Montessori, observation is an integral and ongoing part of a Montessori teacher's work.



The Montessori teacher serves as a link between the children and the prepared environment. The teacher thoughtfully prepares a classroom environment with materials and activities that entice her students to learn. She may guide her students to new lessons and challenges, but it is the child's interaction with what the environment has to offer that enables learning to occur.

The Montessori teacher observes students closely in order to facilitate each one's growth and learning at just the right time and level. The teacher is constantly assessing to see if the content is resonating with each child, and how; where each child's own interests reside and how to support this self-discovery; and, in what other ways content can be shared with children so that learners of all styles can find meaning in their work.

Based on observations, the teacher makes modifications to the environment to meet individual and group needs.

The teacher must derive not only the capacity, but the desire, to observe natural phenomena. In our system, she must become a passive, much more than active, influence, and her passivity shall be composed of anxious scientific curiosity and of absolute respect for the phenomenon which she wishes to observe. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon.

- Maria Montessori

Mrs. Mosquera, Montessori Teacher Specialist

Counselors Corner



**Spring is around the corner.
Let's jump into some CCM Counseling news!**



We made it to Hybrid, and it has been yet another big change for students, parents, and staff! In our previous newsletter we shared lots of different suggestions for parents to use to help their students transition to Hybrid. These suggestions are helpful, whether your students are going into the school building, or remaining virtual. Click [here](#) to check out our previous newsletter for those suggestions.

From the first week of school to now, we have done a total of 164 Counseling lessons. Wow! All the Counseling lessons are available to students in their Schoology Counseling Course. In just the past two months we have done lessons on;

(Click on your student's level to see their Counseling lesson.)

Considering Perspectives- [LE UE/MS](#)

Kindness- [LE/UE/MS](#)

Understanding and Coping with Change- [LE UE/MS](#)

Exploring Interests related to Careers Unit - [LE UE/MS](#)

Any Volunteers?! We are looking for volunteers to make a video and write a short description of your profession/job/career. We are ending our Career Unit with a CCM Virtual Career Center for students to explore different paths to different careers. Please email either Mrs. McNamara or Mrs. Adams if you are interested in participating and we will send you the directions!



These lessons are not only designed to help students understand Social/Emotional Learning topics, but these lessons can be used as resources to help students practice different skills and tools to cope with challenges they face, whether those are social/emotional or academic challenges. We also offer an abundance of resources to help students and families, with different challenges they face, on our [CCM School Counseling Website](#).

Lessons are how we reach out to students school wide, but we also hold individual meets with students to work more in-depth on practicing and using those tools. We often provide resources to parents in search of ideas or tools they can use to help their students. Always reach out to one of the School Counselors if you find your student could benefit from putting some tools in their tool box.



High School Registration is Complete! Big THANK YOU to Mrs. Adams, who worked diligently to ensure all our 8th grade students/families were informed through their registration process, and set to begin their new journey in High School.

Another reminder for ATTENDANCE. If your student is absent, virtual or in-person, you need to provide a note to ccms.attendance@fcps.org or directly to Kathleen.McNamara@fcps.org.

Kindly,

Danielle Adams, Counselor

Kathleen McNamara, Counselor

From the Art Room

This month, all students have been learning about Black/African American Artists and Art History from age appropriate choice boards like this one: [**Black/African American Art History - Google Slides**](#)

Kindergarten students are creating a multi layered work inspired by the circle paintings of contemporary Japanese painter, Yayoi Kusama. After tracing circles and dots, they will add a collaged and then printed layer of the repeated shapes applying pattern if they choose.



Lower Elementary students are carefully drawing the beautiful patterns, textures, and shapes of India's national bird, as they learn about its habitat and symbolism. They will decide on warm and cool colors and practice blending color to finish their guided drawing.

Upper Elementary and Middle School students have been practicing digital art skills and reviewing color theory as they create a color wheel using downloaded imagery. The students are applying these same skills to create a portrait inspired by African American Artist, Kehinde Wiley.



Upper Elementary students will learn about mandalas next. They will explore their meaning and purpose and employ the elements and principles of art to create three-dimensional mandalas using recycled paper towel rolls. Please start collecting these recyclable rolls!



Middle School students will connect science and art as they learn about Yayoi Kusama's "My Eternal Soul Series" and connect her imagery to microorganisms. Students will develop a personal, visual vocabulary for a painting, drawing, collage, or sculpture by researching the microorganisms living in our local environment.

I am eager to support students who may be struggling to turn in assignments. Please guide your children to the open office hours link in their bitmoji classrooms. Open office hours are Monday-Friday, 2:15-3:00.

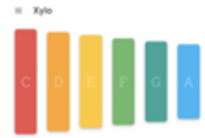
"All art requires courage" - Anne Tucker

Lisa Reed, Art Teacher

Music Notes

Updated Music Office Hours: Daily 2:15-3

With the new hybrid schedule in place, music office hours are now daily. There are certain times that I am scheduling students for extra help on assignments and students can make appointment times as well. Students can still “drop in” as before, however, they may need to wait if I am with other students.



Kindergarten classes have practiced singing the major scale with the “Snowman Song” and adding rhythm patterns to Hace Mucho Frio during our snowy weeks recently! We will be leaving winter themed songs in hopes of a warm spring with Bean Bag Boogie and Animal Action dances. Students will also explore using the xylophone website.

Lower Elementary students have been working on the B side of their pink rhythm sheets. We have used Pear Decks to identify the rhythms and have had student demonstrators during our meets. We will be combining rhythms and learning the Bonefish Bluebird poem for more rhythm practice.

Upper Elementary students have been concentrating on reading treble clef. Students received yellow packets that included many songs and are starting to label them with their music staff knowledge. We will also start sixteenth note studies with the Click Beetle poem.

RECORDER INFORMATION: one of our typical music studies for Upper Elementary is the recorder. Due to COVID restrictions we will not be studying this in the building, but instead have it as an option for melody assignments and an afterschool virtual recorder club. If your child needs to purchase a recorder through the school at a reduced price, please contact Ms. Reynolds at mary.reynolds@fcps.org for further information.

Middle School

General Music: students have spent February studying the impacts Louis Armstrong had on Jazz for both instrumental and vocal music. We will continue our Jazz journey with the development of “Cool Jazz” as well as Afro Cuban artists.

Drama: we had several students interested in studying drama. Our first studies included recording monologues and defining good actor traits. Students will start practicing specific acting skills in conjunction with short 2 and 3 character dialogues.



Ensemble: we have a small group of students interested in working on virtual performances. Studies started with learning the home recording process using a guide track. We will be selecting specific pieces to work on for a virtual spring performance.

Virtual Ensemble: Our Elementary Virtual Ensemble has begun meeting again on Mondays. This is a virtual meet set up with students providing recordings for a spring project.

Mary Lou Reynolds, Music Teacher

Spanish Spoken Here



¡Hola familias de CCM! I have enjoyed seeing some students around campus during hybrid learning and it reminds me of just how much I miss us all being together in my Spanish classroom! For the time being, Spanish classes will continue in an all-virtual format, so students should continue to log in to Spanish Google Meets at their scheduled times. Times are listed in your child’s Schoology account.

Office Hours updated times – My office hours times have changed. I hold open Office Hours every day Monday through Friday from 2:15 to 3:00 PM. Students can drop in during that time for Spanish help or just to say hi. I am also using that time as “must-attend help sessions” for some students to receive additional support. If your student has been identified as needing additional support in Spanish, I will message them and you with options for setting up a time.

As we move into upcoming weeks, here is what your child can look forward to:

Spanish 1 – We are continuing our unit of study that introduces past tense using the Mexican legend of *Popo e Itza*. The **legend tells** how two volcanoes in México were formed by the love between a princess and a warrior. After that we will begin exploring how to give commands in Spanish and use high-frequency reflexive verbs to describe daily routines. Students will also learn how to do “horizontal conjugations,” which asks them to take a story and retell it from a different perspective (from *he goes* to *I go*, for example) or from a different time (from happening in the past to happening in the present). This is an effective way to expand their language repertoire by building on the high-frequency verbs and cognate knowledge that students already have and applying it in a new context.



Upper Elementary Spanish – UE students have started work on their *Afrolatinos Choice Menu* project. Students can choose what work to complete and when to complete it as long as they are turning in at least one item per week. I encourage you to view some of the videos and listen to some of the readings with your child. You will be surprised by how much Spanish they understand! Please encourage them to come to office hours if they need support with any part of this long-term project.

Please let me know if you have any questions about your child’s Spanish progress.

Thank you for your support of Spanish at CCM!

Marisa Maldonado, Spanish Teacher



¡Hola A Todos!

Spanish 2 Group

Spanish two students are finally finishing Unit 3. This week and the following they will be working on reviewing the -AR/-ER/-IR regular preterite verbs. Starting next week they will start Unit 4 where they will be working with stem-changing verbs. For the hybrid school schedule my office hours change. Now are every Tuesday/ Friday from 9:00 am to 10:45 am and Tuesday/Thursday from 2:15 pm to 3:00 pm. My office hours link is in Schoology bottom left section.

Primary (Pre-K and Kinder) Group

My PreK friends just finished learning about *me gusta/ no me gusta/beber* (I like/ I do not like/drink) using vegetables, fruits and drinks. This week they start learning about “*hace frio/hace calor*” (it’s cold/it’s hot). They have listened to two stories “*Me gusta la nieve*” (I like the snow) and “*El gato y el perro*” (The cat and the dog). Both students listened and answer questions using the lesson vocabulary “*me gusta/no me gusta/ hace frio/hace calor*”. During the next following weeks, they will be learning about opposites and will learn about the frog life cycle. For the hybrid school schedule my office hours change. Now are every Tuesday/ Friday from 9:00 am to 10:45 am and Tuesday/Thursday from 2:15 pm to 3:00 pm. My office hours link is in Schoology bottom left section.



Kinder Friends have learned about opposites “*abre/cierra, alto/bajo*”

(open/closed, tall/short) among a few others. They also listened last week to a story about “*La familia*” (family) and ask questions about how is big/small, the color of the cat and dog and about how many family members there were

izquierda



in all. This week they started learning about the hand, and how many hands they have, which hand is left and which hand is right. Also, they compare their hands with the teachers’ and talk about which hand is big and which hand is small. Starting next week, K students will learn numbers 1-10 by counting with their fingers. They still continue having fun in class and language enrichment through music and stories. For the hybrid school schedule my office hours change. Now are every Tuesday/ Friday from 9:00 am to 10:45 am and Tuesday/Thursday from 2:15 pm to 3:00 pm. My office hours link is in Schoology bottom left section.

derecha



Lower Elementary Group

LE students had their second Movie talk “Dustin”. As an activity they illustrate their favorite part of the movie and we practice some vocabulary words through pictures. They did an excellent job figuring out words meaning through pictures. As a tribute to the Black African American Month, LE learned about Bernie Williams. He is an Afro Latino former baseball profession player (NY Yankees) and about Rosa Parks. Starting next week, we will start with the story # 5 “Monstruos” (Monsters) where they will practice numbers, body parts and past vocabulary words. For the hybrid school schedule my office hours change. Now are every Tuesday/ Friday from 9:00 am to 10:45 am and Tuesday/Thursday from 2:15 pm to 3:00 pm. My office hours link is in Schoology bottom left section.



Lower Elementary Advance Spanish Group

For the Black African American Month, the advance group learned about Bernie Williams and Rosa Parks. Bernie William is an Afro Latino former baseball, professional player. They will finally finish the chapter book about Berto y sus buenas ideas next week and they have already chosen their next project, which I am going to reveal to them next week.

Zuleima Lopez, Spanish Teacher

Physical Education

Primary and Lower Elementary students have been focusing on the areas of fitness and balance this past month. Cardio Respiratory Endurance, muscular strength, muscular endurance, and flexibility are the four main health-related fitness components. Students learn about what each of the components is and what kind of exercises represent them. Students have been engaged in fitness activities and are encouraged to think about how the exercise is affecting their body or which fitness component are they practicing. Balance is very important in life, we use it for everyday activities and chores. Students learn about why balance is important and why we need to practice it. Students have been challenged to hold certain balance poses that range in difficulty. After the student holds the pose for an allotted amount of time they use a beanbag to try to balance on different parts of their body (head, shoulder, hand, foot). Primary and Lower Elementary students have been working very hard and I am always impressed with how active they are!



Upper Elementary and Middle School students have been focusing on shooting for open space and forehand and backhand striking in racquet games this past month. The skill of shooting for open space in a variety of sports can better be described as the student's ability to select an offensive shot based on opponent's location. We previewed a variety of sports where this skill takes place so that students could see some examples. Students were asked about what they observed and what differences they saw through different sports. Students were then challenged to set up their own shooting activity with obstacles in the goal to practice shooting for open space.

Forehand and Backhand striking has been a small challenge because not everyone has a racquet or something they could use as a racquet but we have been creative and prevailed. It is almost easier for a student to understand the difference between forehand and backhand when they are just using their hand because you just have to think of "back of the hand" for backhand and "front of the hand" forehand. Students have learned the critical elements of each skill and have had the opportunity to practice them. I challenged students to practice with their families trying to either volley a ball back and forth or having a partner toss them a ball so that they can practice striking in a more "game-like" scenario.



Brian Hickman, PE Teacher

Tidbits From Our GC

Annual Report

The CCM Annual Report was presented to the FCPS Board of Education at their February 10th meeting: If you would like to watch the BOE meeting where the CCM Annual report was presented, click [HERE](#) for a link to the video. The video should start at the beginning of the CCM Annual Report presentation, if not, select agenda item 1.18. The information presented in the report and the BOE response were very reaffirming acknowledgements of the hard work of our entire community!

Facilities Decisions



The conversation regarding how to proceed with facilities at CCM for the 2021-2022 school year and beyond will continue at the March GC meeting. Be informed about what is happening and join the conversation by attending the Virtual CCM GC Meeting on Wednesday, March 10 @ 7:00 pm. Login information will be posted along with the meeting agenda in Parent Square closer to the meeting date.

It's Still Lottery Time through Friday, March 12, 2021

Invite others with children preK3-8th grade in Frederick County - Some of the best outreach comes from families in the CCM community. Share your experience and invite friends and family who live in Frederick County to enter the lottery. Share our website: carrollcreekmontessori.org for more information.

Lottery information for CCM and our sister school MVM can be found on the MMCI website at <https://mmcimd.org/charter-schools/enrollment/>.

Enter the lottery at <https://lottery.mmcimd.org/login> using your account login information (email and password). All students in the same family should be included on the same account. You should be able to access the same account used last year.

If you have a question about the lottery or encounter an issue during the lottery process, send an email to **admissions@mmcimd.org** and you will receive assistance from a member of the lottery committee.

Regards,

Carrie Jean Rathmell

CCM GC Chair

gcchair@carrollcreekmontessori.org