



Mission

Carroll Creek Montessori Public Charter School Mision

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

The time between winter break and the writing of this newsletter has been one of high preparation and anticipation. Our staff have been working hard to prepare materials for the second semester with the distribution of those materials happening recently. Assistants returned to the building Wednesday and teachers joined us Thursday. There was joy in being able to be in the same building even though we could not truly be together. Social distancing to ensure the safety of all has meant we all stay in our respective rooms for the most part and wear our masks all day. Staff can have their masks off if they are in a room by themselves, but we are being very cautious to protect each other in this precarious time.

It was uplifting to see all the families at materials pick up Friday! Windows up or down, even with masks, the smiles were evident and the waves were heartwarming!



We continue to plan to move to a hybrid schedule February 16th. There will be a schedule change for every student, although minor for most, starting that day. Families will get specific information concerning the schedule before the end of this week. We will also send safety measures that have been taken in the building as well as expectations for the students who will be joining us in the building. The safety of everyone is first and foremost in our minds and actions. There is a GC meeting Wednesday at 7:00 (meet.google.com/xvz-tvvg-cij) if you have questions/concerns you would like to share. You are also welcome to email/call me at any time.



The Annual Report of CCM's progress to the BOE will be Wednesday, February 10th during their regularly scheduled meeting at 3:00. While traditional schools do not compile data and present the overall review of the previous year to the BOE, we appreciate the opportunity to share with them all the fabulous things happening at our school. Please tune in through FCPS Television (<https://www.fcps.org/centraloffice/fcps-television>) if you are available.



I join class meetings as often as possible and have loved "seeing" our students. The best times have been when I join before the class actually starts and they unmute to say hi to me or when they ask if I would join them as they "play" a game of Jeopardy or Kahoot. I have access to see student work and am continually impressed with the learning that is taking place in our virtual environment. I know this is happening because we all are highly invested in our young people – staff and parents alike! We are a strong village!

Marilyn Horan, Principal

Upcoming Events

- 2.3 Asynchronous Day (no on-line classes, but work should be completed and turned in to be counted present)
- 2.3 GC Meeting @ 7:00
- 2.9 Report Cards Sent Home
- 2.10 Asynchronous Day (no on-line classes, but work should be completed and turned in to be counted present)
- 2.10 Annual Report Presentation To BOE
- 2.15 No School - Martin Luther King, Jr. Birthday
- 2.16 Hybrid Starts
- 2.17 MMCI Meeting @ 7:00

Some dates may change in accordance with FCPS response to health/safety guidelines. If there are changes you will be notified as soon as possible.

Montessori Moment

The Importance of Setting Goals

As adults we naturally set goals for ourselves throughout our lives. We understand that working toward a goal is an effective way to improve ourselves.

Children set goals as well, but they do it as a natural part of the growing up process. Children call them 'dreams'.



These 'dreams' allow them to gain self-confidence, begin to define themselves outside of parents' norms and expectations, and challenge themselves toward positive change. Dr. Montessori described them as a vital force that is active in every individual and leads them towards their own evolution.

The simplicity and growth that transpires from goal setting can be found in these three key ideas:

1. Define attainable and realistic goals.

Take the time to help your child define the goal in a realistic manner, keeping it to a sentence or two, and most importantly, keep it attainable.

2. Allow your child to set goals that will shape their identity.

When children get a bit older and have mastered the basic understanding of setting achievable goals, goals take on the role of helping the child to bridge the span of childhood to adulthood and step beyond their childhood world, the confines of parental expectations, and finally into the identity they craft for themselves. Start setting goals early with your child and help them to plan out their dreams for the future.

3. Support them along their journey.

To keep your child motivated, you can set up checkpoints to review progress and make adjustments as needed. Some the questions you can ask and discuss with your child include:

- What would you like to learn about this semester, month, week?
- What are the top three things you would like to accomplish this year, month, week, or today?
- What will you need to do to accomplish these goals?
- What school activities do you enjoy? Which ones do you not enjoy?
- What are you most grateful for? How can you show appreciation for that?

When a child of any age is able to identify a target, create steps toward it, and successfully achieve it, that child also attains an increased sense of self-efficacy. With this comes a sense of having control over one's direction, impact and role in the world and a naturally increased sense of self-confidence. This is what both Dr. Montessori and we want for our children.

Our care of the children should be governed not by the desire to 'make them learn things,' but by the endeavor always to keep burning within the light which is called intelligence.

Dr. Maria Montessori

Mrs. Mosquera, Montessori Teacher Specialist

Counselors Corner

Hello CCM Families,



As we start to transition into the Hybrid model, naturally some big feelings may come up. Even if you have chosen for your children to stay virtual, there are changes that your child will experience. We would like to offer some suggestions on how to ease the transition.

1-Validate Feelings- We often tell the students that all feelings are OK! It's okay to feel however you may be feeling about the changes. Let your student know you hear and understand them. Avoid saying things like "everything will be okay" or "No one will get sick." Try to stay calm and stay positive. It can be helpful to walk your students through a time when they felt a similar feeling and how that turned out. For example, "I know you were sad when I had to go back to my work building but now we are used to the new routine and even more excited to see each other at the end of the day."

2-Practice Separation- Many students have not been away from their families for almost a year now. Start practicing that separation now. Your student can start small by playing in another room by themselves. Next, have the student stay with a family member for a short time without you. Lastly, if your child is old enough, you can practice them staying home alone for a short time.

3-Have a Routine and Practice it- Creating a set routine is so important. It allows students to know what to expect and to practice their independence. Many students haven't had to consistently leave their homes in the morning for quite some time. It may be helpful to build in extra time for the first few weeks of Hybrid. Once the routine is created, start practicing. Set a routine leading up to school. Share the routine with your child. Stick with the routine. Follow a consistent schedule on in-school and non in-school days (wake-up, meal times, and bedtime).

4- Emphasize Safety Measures- While no one can promise that people won't get sick, FCPS has put into place quite a few safety measures. This is why we have new rules and things look different. Please help your child to understand the safety measures and what they can expect. We are a community and we all must do our part to minimize the risks.

5- Encourage Flexibility- We have all had some big lessons in being flexible over the last year and we will need to remain flexible. Help your student visualize the day from the start. Talk through the day and try to identify areas that may be challenging. Talk through the things that will be new and different. Discuss a plan for how to deal with the feelings that may come up when things are challenging. Discuss that changes may be made.

6-Help Them Think Positive- Have discussions about what they are looking forward to. Ask your student what they are looking forward to on their first day of school? What have they missed about school? Reflect upon the good things that happened each day. Be open, honest, and factual. You can do all those things with a smile and positivity.

As always, please reach out. We are here to support your students and family.

Kindly,

Danielle Adams, Counselor

Kathleen McNamara, Counselor

From the Art Room

As we move into the third quarter, all levels of art students will be learning about art and artists from this semester's continent of study, Asia.

Kindergarten students will explore the elements of art through collage and art history as they learn about contemporary Japanese painter, Yayoi Kusama.



Lower Elementary students will learn about India's national bird, the Peacock. During guided drawing lessons of this beautiful bird, they will practice the art elements of line, shape, texture, color, and value and the art principles of pattern, contrast, balance, and unity.

Upper Elementary students will be learning about the history of mandalas. They will explore their meaning and purpose as they employ the elements and principles of art and create three-dimensional mandalas using recycled toilet paper/paper towel rolls so please start collecting these recyclable rolls!



Middle School students will explore how science inspires and informs art as they learn about Yayoi Kusama's "My Eternal Soul Series" and connect her imagery to microorganisms. Students will develop their own visual vocabulary for a painting, drawing, collage, or sculpture through research of 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 hour links in their bitmoji classrooms. Open office hours: LE Mondays 2:30-4:00, UE Thursdays 1:00-3:00, MS Wednesdays 1:00-3:00.

"All art requires courage" - Anne Tucker

Lisa Reed, Art Teacher

Music Notes

Kindergarten students have enjoyed providing sound effects for the "Bird in the Kitchen" song (call and response form) and have shared about pets they have that might get into the kitchen. We continue our rhythm focus on quarter notes, eighth notes, and quarter rests in 4/4 time, as well as creative movement to the winter favorite: The Freeze dance. Soon classes will be learning new winter season songs about snow, Valentines Day, and the Lunar New Year.

Lower Elementary classes have been using the Playxylo site to identify and perform rhythm patterns from their pink rhythm sheet (some students have even figured out how to play popular songs like "Doe A Deer," "Happy Birthday,"

and “Jingle Bells”). We will start focusing on the B side of the sheet, sing and play “Ring in the New Year” for the lunar new year, and start Directed Listening studies with form.

Upper Elementary students have stretched their Sonata Form skills to understanding Beethoven’s Fifth Symphony (ask them about “cookies”). Our rhythm studies will now include sixteenth note patterns and combining 4 beat measures. We will soon be doing a treble clef review and combine it with short melodies students can use on pitched instruments online or in their home.



Middle School students have finished the first semester by completing a Jazz Promotion Project featuring performers from the early Jazz period to the Cool Jazz era in the 60s. Students wrote journalistic reviews, recorded “talk show” segments, and created fabulous advertising posters about a favorite performer. Students will be submitting interest surveys for music topics in the second semester.

Virtual Ensemble: Our Elementary ensemble will be starting up again sometime in February.

Mary Lou Reynolds, Music Teacher

Spanish Spoken Here

¡Hola familias de CCM! We had wonderful first semester in Spanish class! As we move into upcoming weeks, here is what your child can look forward to:

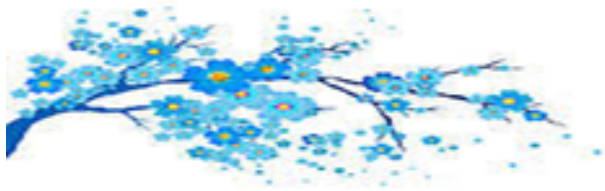


Spanish 1 – We are wrapping up our unit on future plans, university studies, and careers. We will move into a unit of study that introduces past tense using the Mexican legend of *Popo e Itza*. The legend tells how two volcanoes in México were formed by the love between a princess and a warrior. We will also honor Black African American History Month by exploring the cultural identity of *Afrolatinos* and discussing what it means to be Afro-Latino. Students will write short Spanish-language biographies of important Afro-Latinos such as Celia Cruz, Gwen Ifill, Adriano Espaillat, Arturo Schomburg, and many others. In addition to my regular office hours, I will offer a new schedule of small group homework help/practice/tutoring sessions for Spanish 1, so please encourage your child to take advantage of them as needed.

Upper Elementary Spanish – If your UE student suddenly wants to add unusual ingredients to their hot chocolate such as chili pepper, jasmine flowers, cheese, or corn flour, blame it on Spanish class! We wrapped up the first semester discussing hot chocolate variations in Latin America and many students were excited to try them at home. As we move into the new semester, we will honor Black African American History with Spanish-language lessons on several notable African American figures. We will get to know the amazing Amanda Gorman, youth poet laureate who recited at the recent presidential inauguration. We will also explore Spanish-language biographies of other important African American figures.

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

Marisa Maldonado, Spanish Teacher



Hola, ¿Como están?

Spanish 2 Group

The Spanish 2 students started the year in Unit 3. In this unit students have been practicing the -ER and -IR regular past tense verb conjugations. This lesson also incorporates all the past topic verbs rules (-AR verbs) they have learned so far. Students have been practicing through rewriting scenes, creating storyboards and answering to comprehension questions. As the Cultural lesson; students learn about the importance of the “Three kings day” celebration within the Latin community. In this lesson I brought important facts of the celebration, and how the Spaniards (people from Spain) celebrate this tradition.

Primary (Pre-K and Kinder) Group

My PreK friends start the year learning about fruits (apple, pear, pineapple, banana, orange, strawberry) and vegetables (broccoli, cauliflower, corn, onion, potatoes and carrots). Students have been practicing the phrase “Tiene hambre! (He/she is hungry) ¿Come? (Eats?). Students continue reviewing numbers, colors, and the weather. Students have listened to the stories; El caballo que tiene hambre y El pato hambriento.

Kinder, has started the year learning about grande (big) and pequeño (small). They also learned about feelings/emotions (triste, feliz, mad, and surprise). I used this lesson to provide them with an assessment. The goal of the assessment was to know how many students understand the high frequency verbs of the language, language, gestures and vocabulary. Students draw emojis of the four different feelings above mentioned. I read a short story, and at the end, I asked the students what emotions/feelings I talked about in the story. Students raise the emoji he/she drew to answer each four questions. I am proud to inform that the majority of the students did a great job. Students started last week learning about rápido y lento animal editions. Where I brought a mixed of animals images and students need to figure out if the animal eat rápido (fast) or lento (slow).

Lower Elementary Group

After winter break, students had a comprehension activity about the movie talk “El zorro y el ratón”. They saw this short film right before our Christmas break. They enjoy this activity, plenty! Follow, they started working with the lesson “Los tres osos”, story which I divided into 5 sections. So far in the first three topics students are doing an excellent job, remembering the story plot, characters name and problem. This story focused on the repetition of the language (lesson core vocabulary and Spanish frequency words). Students have enjoyed lately the lesson activities in Pear Deck (asynchronous) they really love to have the opportunity of drawing or dragging shapes to answer each activity questions.

Lower Elementary Advance Spanish Group

The advance group continues reading the chapter book “Berto y sus buenas ideas”. They have to chapters left to finish the book. Students are enjoying the story and the lesson activities on Flipgrid and Pear Deck.

The best regards to all from Mrs. Snowdy (IA Spanish 2), Mrs. Meiburger (IA LE and Kinder) and Sra. Lopez.

Zuleima Lopez, Spanish Teacher



Physical Education

Welcome to a New School Year!

Welcome back to a new year! Hopefully everyone is excited to start a new year and I am very hopeful that this year will be better than the last.



Primary and Lower Elementary students have been focusing on the skill of volleying. Volleying is not only used in the sport of volleyball but it helps to improve hand-eye coordination, spatial awareness, and all four fitness components. Students start by reviewing the critical cue elements of the skill and then we put it into action. Students practice volleying by using lightweight objects like grocery bags, zip lock bags, scarfs, or tissues to try to keep the object in the air while executing correct form. This is always a fun and entertaining skill that students seem to enjoy! I have also thrown in some cup stacking activities for a change of pace and our students have done an excellent job! We not only stack cups in different ways but I also like to incorporate movement and exercise while stacking to make sure our students are always moving.

Upper Elementary students have been focusing on the skills of the underhand throwing and underhand rolling. I have incorporated these skills into “minute to win it” style lessons and the students have loved it! We begin by talking about and reviewing the critical skill elements, why we use these skills, and then how we will practice them. I have multiple challenges that involve the skills we are working on and the students have one minute to see how many times they can complete these challenges. It gets out students excited and they move FAST!



Middle School students have just finished covering baseball/softball. We have covered elements of the game, rules of the game, player positions, force out vs. tag out, and skills necessary to use during the game. Although we cannot play an actual game together, students had the opportunity to practice “game-like” situations at home and practice the skills used in the game (overhand throwing and catching).

I look forward to seeing some of our students back in the building in the next coming weeks! Even though these may be unsettling times we are all in this together, please do not hesitate to reach out if you need help.

Brian Hickman, PE Teacher

Lab 21



Our Lab 21 classes were semester classes, so our 6th, 7th and 8th grade students have completed that coursework. Their final projects were related to amusement parks! There were some amazing submissions!

Tidbits From Our GC

It's Lottery Time: Deadline Friday, March 12, 2021



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.

Lottery Tasks for CCM Families include the following:

1. Current CCM students let us know if you will be returning for the 2021-2022 school year. Use this link to login to your account (one per family) using the same email address and password you used when you accessed the lottery last year. <https://lottery.mmcimd.org/login>.
2. Siblings not currently attending CCM need to enter the lottery if interested in attending for the 2021-2022 school year. Use the same link and account (email and password) that you use for other students in your family. <https://lottery.mmcimd.org/login>.
3. Invite others with children preK3-8th grade in Frederick County - 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.
 1. - We will be hosting a prospective family information night February 24th at 6:00 via Google Meet. We hope to answer any questions families might have. Share this link for joining the Meet: <https://meet.google.com/idf-wuog-mhs?hs=122&authuser=0>
4. Share links:
 1. CCM website: <https://carrollcreekmontessori.org/>
 2. There's a link on the home page to the MMCI Lottery info: <https://mmcimd.org/charter-schools/enrollment/>

Regards,

Carrie Jean Rathmell

CCM GC Chair

gcchair@carrollcreekmontessori.org