



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



Montessorians know that learning is not just about academics, it is so much more than that. Learning is also about being flexible, adapting to new situations and learning to be a good citizen and neighbor. The last year has been full of many different circumstances with none of us experiencing the exact same situation. It has been challenging. It has been rewarding. It has been a year full of opportunities to learn and grow. I have see a kindergarten student explain to their teacher how to "pin" something on their computer screen. Elementary students have researched topics and presented reports that include detailed PowerPoints and confident narratives by those

students. Our middle school students have learned a plethora of digital platforms and have become competent digital citizens. Our staff have explored and implemented a digital instructional delivery system and creatively deveoped engaging lessons while supporting student needs. Parents, grandparents and other family supports have been essential in every aspect of instructional support this year - we could not have done it without you! The patience and persistence on the part of everyone has ensured this year has not only not been a loss, but has been one of gained learning opportunities.

We will be welcoming additional students into the building the Tuesday, April 6th. 55% of our P4 through 8th grade students will be coming to the building 2 days a week for hybrid in-person instruction. Arrival and dismissal have gone exceptionally well! Huge thanks to families for making this such a smooth process! The concurrent instruction/learning has provided families with choices while maintaining a high level of instruction both virtually and in person. Plans are being made for "Move Up Day" and our 8th grade celebration. We are working on how we can bring some of our traditions back this year while maintaining safety precautions. Look for more information coming soon!

More
Information
Coming Soon



UPDATE

The lottery process is complete. We had 1262 applications this year which is down from the 1466 we had last year but is higher than the 950 applicants we had for the 2019-2020 school year. We have very few spots to fill this year. It is wonderful to keep our Montessori families and welcome back our friends each fall! If you know your children will not be returning to CCM for the 2021-2022 school year, please send an email to marilyn.horan@fcps.org verifying they will not be returning so we can offer those spots to applicants on the waiting list.

Please feel free to contact your child's teacher or myself if you have any questions or concerns.

Marilyn Horan, Principal
marilyn.horan@fcps.org
240-566-0600

Upcoming Events

- 3.29-4.5** Spring Break
- 4.12** No School - Teacher Work Day
- 4.14** CCM Facilities Meeting @ 6:30 Google Meet Link [Here](#)
- 4.14** CCM GC Meeting @ 7:00 Google Meet Link [Here](#)
- 4.28** MMCI Meeting @ 7:00
- 4.30** Move Up Day

Montessori Moment



Montessori's Planes of Development

"I have found that in his development, the child passes through certain phases, each of which has its own particular needs."

Dr. Maria Montessori

Based on her scientific observations, years of work with young children, and the work of other educators of her time, Dr. Maria Montessori identified four stages in a child's academic, spiritual, moral, and emotional development.

The First Plane: Birth to Age 6 (Early Childhood)

During the first plane of development, children soak up the world. Dr. Montessori calls this the “absorbent mind,” meaning that the child’s brain has a sponge-like capacity to absorb knowledge, language, and culture through his senses. The child creates himself. They focus on the self and have a strong desire for physical independence (“I can do it myself!”).

The Second Plane: Ages 6–12 (Childhood)

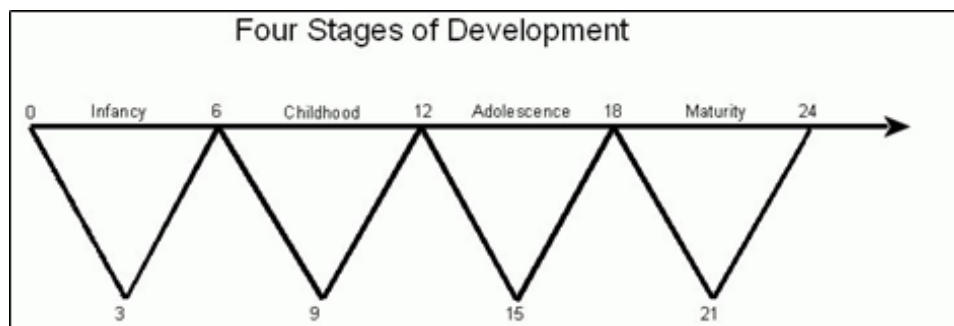
The second plane of development is characterized by a thirst for knowledge and a strong desire for intellectual independence. Their imagination and ability to think abstractly increases greatly. They want to know why. They ask questions, explore, and make connections based on personal interests. At this age, children also develop a sense of right and wrong. And, they begin collaborating and truly enjoying the company of others.

The Third Plane: Ages 12–18 (Adolescence)

Adolescents separate from their parents, mentally and physically, and yearn to have some control over their lives. This is a sensitive period for both critical thinking and exploring social and moral values. Adolescents want to contribute to society. The third plane is a time when teenagers can learn how to interact with their peers and look up for positive adult interactions. They ask, “How can I fit in?” and “I can stand on my own.”

The Fourth Plane: Ages 18–24 (Maturity)

The fourth plane is the culmination of life experiences to date. Young adults work on constructing a higher-level of self-understanding. They work to build spiritual and moral independence. Young adults seek to discover their place within the world, asking “Who am I? What do I have to give to the world?” They realize that the deepest, most meaningful learning happens from discovery, trial and error, and practice.



Mrs. Mosquera, Montessori Teacher Specialist

Counselors Corner

Welcome Back to the Counselor Corner!



Within the last couple of weeks, our counseling lessons have been focusing on “Career Exploration”. Students have been discovering how their interests and strengths play a role in their future as successful adults, as it has also played a role in their present understanding of themselves. As School Counselors, our role goes further than focusing on students’ present well-being, but their future success, as well. Helping students understand the role they have in school, and the choices they get to make, is significant in preparing them for future success and well-being in the ‘World of Work’.

We are ending off our career lessons, this final week of March, with launching our Virtual Career Center. Students will be able to view videos, made by some of our fabulous CCM parents, staff, and community members. These volunteers shared their professional experiences, and how their interests and strengths helped them

along their journey, to their careers they have now. We hope to show students that there are endless opportunities for what they can do, as well. A link to the CCM Virtual Career Center will be posted on ParentSquare for families, students, and staff, to access. Thank you so much to the volunteers who helped in making our Career Center possible!!!

Now that we are in full swing of Hybrid learning, we are implementing our services not only virtually, but in-person. We are so happy to actually see students, whether it is at pick-up, drop-off, recess, or helping in the classroom. We leave our virtual spaces for students open, whether they are at home or in-school. This includes, our social (half)hour, groups lessons, and individual meetings, or small group meetings.

We also offer an abundance of resources to help students and families, with different challenges they face, on our **[CCM School Counseling Website](#)**.

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

Kindergarten students have completed their colorful, layered dot works and are learning color theory and the art element of value as they practice blending techniques with colored pencils.



Lower Elementary students have completed their vibrant peacocks and are learning how to mix tertiary colors as they practice blending a color wheel.



Upper Elementary students are creating intricate, three-dimensional mandalas.



Middle School students are using practice sketches made over the last few weeks to develop a large (18" x 24") painting of microorganisms inspired by Yayoi Kusama's "My Eternal Soul Series".

Please guide your children to the open office hours link in their bitmoji classrooms for support in art class. Open office hours are Monday-Friday, 2:15-3:00.



"All art requires courage" - Anne Tucker

Lisa Reed, Art Teacher

Music Notes

Kindergarten classes have learned an Irish tune, the "Wee Falorie Man" and some even practiced using the word "wee" on family members! Our new dance, Animal Action, has students making sounds and moving like spiders, lions, bumblebees, and more. We will begin studying pauses in music, *fermatas*, by using the fiddle tune "7 Jumps." Of course, with spring our favorite new songs will be "Mr. Frog" and "5 Spring Flowers."

Lower Elementary students will continue to work on the rhythm rhyme "Bonefish Bluebird" to practice differentiating between steady beat and rhythm of the words. They will combine recent rhythm practice to identify rhythms in the piece as well. LE students will also be practicing fermatas with the "7 Jumps" dance.





Upper Elementary students will be engaging in melody work for the last quarter. Students will be practicing playing melodies on recorder and online instrument versions of xylophone and keyboard. We will also start exploring “theme and variation,” another instrumental form.

RECORDER CLUB: meets on Wednesdays at 3 (virtually) for students to get extra help and demonstrate their skills to others. If your child still needs to purchase a recorder through the school at a reduced price, **we have extras!** Please contact Ms. Reynolds at mary.reynolds@fcps.org for further information.

Middle School

General Music: students have moved into “Free Jazz” and joining the controversial discussion on it’s value. We will study Afro Cuban trends to include Tito Puente next.

Drama: our current focus in on emphasis, gesturing, pacing, and meaning. Students are practicing various ways on how to deliver lines and what the resulting meaning is.

Ensemble: students are picking up on our Jazz studies with Dave Brubeck’s Take 5.

Mary Lou Reynolds, Music Teacher

Spanish Spoken Here

¡Hola familias de CCM! As we move into upcoming weeks, here is what your child can look forward to:

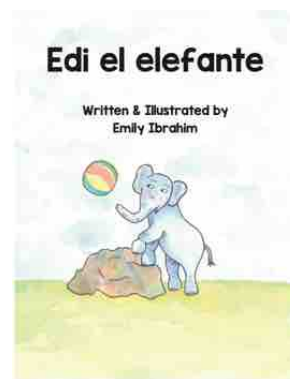
Families of 5th grade students – It is at this point in the year that I begin looking at cumulative data and student work to identify students who show readiness for enrolling in high school Spanish 1 next year in 6th grade. More information will be sent in the coming weeks, but if you are interested in this option for your child and have questions, please feel free to contact me. Additionally, be sure that your child regularly attends Spanish class and submits their independent assignments so that I have a body of work to examine.

Spanish 1 – We are continuing our unit of study on commands in Spanish and high-frequency reflexive verbs to describe daily routines. Students will continue to do “horizontal conjugations,” to retell stories 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). Additionally, we will begin a whole-group book study of a Spanish language novel called *Brandon Brown Quiere Un Perro*. The novel is written for level 1 Spanish students and contains a large amount of high-frequency grammar, cognates, and images to support comprehension. It is wonderful to observe students as they realize how much they are reading and understanding – a whole novel in *Spanish*! We will use the novel to build confidence in student output (writing and speaking) in Spanish as students respond to what they have read. Independent and in-class work will shift toward an emphasis on output at the student’s ability level, and I will (gently) guide them to step out of their comfort zone to write and speak more.



Upper Elementary Spanish – UE students will continue their language journey through the lens of exploring and protecting the natural world. Students will be grouped by proficiency to engage in a group book study of a Spanish novel written for their fluency level. Each novel features a special animal and a challenging situation they must work through. Book titles include *Edi el Elefante*, *El Capibara Con Botas*, and *Esmeralda La Tortuguita Marina*. Students will work through their choice of independent assignments on their “Celebration of Earth” choice menu that incorporates work related to their assigned novel as well as Earth Day. 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.



Marisa Maldonado, Spanish Teacher



¡Hola A Todos!

Spanish 2 Group

Spanish two students had the first formative assessment (unit 1, 2 and 3) they did an excellent job. We are just finishing talking about reflexive verbs and how frequently we use it in the Spanish language. After spring break, students will learn about the origins of the word gringo “Gringo” (often used to call people that

do not speak Spanish). As the grammar rule, students will be learning about the stem change verbs.

Primary (Pre-K and Kinder) Group

My PreK friends just started learning about frogs (where do they live? What do they eat?), next Wednesday, March 22, students will be learning about the body parts of the frog and how similar is to our own body. After spring break, students will be learning about the life cycle of a frog (frog, eggs, tadpoles, frog). During both lessons mentioned, students will draw a frog. One picture will be a frog with all his body parts and the second picture will be the life cycle.

Kinder Friends just finish learning about frogs and the life cycle of the frog. They drew a frog picture and label all the parts in Spanish. Also, they drew a life cycle of the frog picture and not only label the parts (frog, eggs, tadpoles), but they also practice the pronunciation of those words. They all had a great pronunciation and a wonderful sound of the (r). I cannot be even prouder of them. After spring break, students will be learning about the days of the week in Spanish and food.

Lower Elementary Group

LE students have already finished the story number 6 “Los monstruos”. For the last three weeks, students draw their monster, label the body parts of their monster and they even got to work with other Spanish words that start with “M” or to create their own flyer about their lost monster. As the synchronous activity we play “mi monstruo tiene” my monster has and “Tú monstruo tiene” you monster has. In both activities, students describe all the parts of a monster, how many (eyes, teeth, arms, ears, legs, feet). After spring break students will start the story #7 “Diego está enfermo” Diego is sick. Where students will continue practicing numbers 1-10, family members and high frequency verbs in Spanish.

Lower Elementary Advance Spanish Group

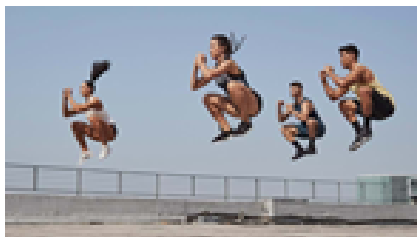
LE advance Spanish group students, finish their first chapter book “Berto y sus buenas ideas”. By popular vote, they just started their second chapter book “La piñata de Renata”. Students started building their own dictionary using the words from the book. Students will pick 5 to 6 words that I present to them, will write the word in Spanish and English and will draw a picture that represents that word or phrase they choose. Students will be working with this chapter book all the way to the end of the school year.

Have all a wonderful spring break!



Zuleima Lopez, Spanish Teacher

Physical Education



Kindergarten students have been practicing jumping vs. hopping skills. We just completed our kangaroo club which challenges students with different kinds of jumping and hopping actions. Kindergarten students should understand that jumping requires taking off and landing with two feet whereas hopping only incorporates one foot.

Lower Elementary students have also been working on jumping vs. hopping skills and, they have been experimenting with something new called cardio drumming. Cardio drumming is a fun way for students to practice rhythm and coordination while engaging in physical activity at the same time. It involves keeping a drumming pattern to a song while and engaging in different kinds of body movements.



Upper Elementary students have been working on dribbling skills with the hands this past month. The two main skills we have completed are dribbling with a long-handled implement (hockey) and with the hands (basketball). It is important that students become familiar with the critical skill cues (steps) in order to execute the skill correctly. Students are given plenty of time to practice the skills through dribbling challenges and then a check for understanding through pear deck.

Middle School students have been working to create their own fitness plan by using the F.I.T.T principle. Students choose which fitness component or area of fitness they feel they need to work to improve. Thinking about the FITT principle (frequency, intensity, time, and type) students can develop a fitness plan that targets the area of fitness they are working on. This principle encourages students to think about all of the aspects of a well-rounded fitness plan so that they can be successful in accomplishing their goal!



Brian Hickman, PE Teacher

Tidbits From Our GC

Hi There 😊 This month we are introducing GC Connect, a new space for your Governing Council (GC) to introduce ourselves. It seems especially important now that many of us have not seen each other in real life for over a year.



I am Sherry McCoy Quinones and am currently one of your Parent Representatives to our CCM Governing Council, and your Fundraising Chair. My son, Benjamin, has attended CCM since 1st grade and is currently in 7th grade (Middle School). I am also a Founding Family for CCM. I am a Frederick transplant for the past sixteen years, the longest I have ever lived anywhere in my life. Some other places I have lived are: Cincinnati, OH; Bloomington, IN; Oxford, OH; Bonn, Germany; Columbus, OH; Montgomery, AL; Jeddah, KSA.

Some of the things I organize are: the Annual Giving Fund, Talent Show, Restaurant Fundraisers, SpiritWear orders, and other projects as they hit my radar. Sometimes you'll see me post in Parent Square about other things for our school not directly fundraising related. On your GC we all work together as a team with some tasks being more fluid and needing many hands/eyes/ears, making us all better team members for our school. I know there are some of you interested in fundraising and other activities for the school. Please don't hesitate to contact me with your ideas and interests. My CCM email is **squinones@carrollcreekmontessori.org** or **fundraising@carrollcreekmontessori.org**. I am awkward, but also helpful 😊 And now you know who to contact when your SpiritWear orders go awry too (apologies!). I look forward to meeting you all soon!

Sherry McCoy Quinones
CCM Governing Council (GC) Parent Representative
Fundraising Chair
squinones@carrollcreekmontessori.org
fundraising@carrollcreekmontessori.org