

January
2012

Rainbow Notes

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Calendar

Sound of the Week

Jan 17 & 18 – “K”

Jan 23 & 24 – “X”

Jan 30 & 31 – “U”

Feb 6 & 7 – “Q”

Feb 13 & 14 – “V”

Feb 21 & 22 – “Y”

Feb 27 & 28 – “Z”

Mar 5 & 6 – “M”

**“Your Child,
Kindergarten, and
the Future:
a parent education
program”**

**Thursday evening
January 19,
7:00 p.m. -**

RMA has an immediate opening for a part-time assistant teacher. Please see Ms. Chhaya for information

Calendar of Events

Jan 16	Martin Luther King Holiday (Closed)
Jan 19	Montessori Kindergarten: <i>“What is the advantage for my child?” Parents Only, 7:00 p.m.- 9:00 p.m.</i>
Jan 25	Silent Auction Planning/Constructive Work meeting 5:00 pm @ school
Feb 14	Teddy Bear Picnic (for Valentine’s Day)
Feb 17	Teacher Work Day, Friday (no students)
Feb 20	Presidents’ Day Holiday (Closed)

It’s Not Your Father’s Kindergarten. . . or even yours!

A round table discussion with Ms. Dorothy Shapland, educator and member of Board of Directors, Ms. Chhaya Vora, educator and director of RMA, and Ms. Serena, our RMA kindergarten teacher, will help you plan your child’s future.

If your child is entering kindergarten next July or August, you need accurate information immediately to help you understand the expectations and differences between kindergarten program and make wise decisions.

If that decision won’t be made for a couple of years, make every effort to come. You need to understand what is happening to the schools because of our economy. This evening parent education program is designed for each one of you who plans to send a child to kindergarten in the next few years.

Society is changing its expectations – although not necessarily it’s funding - for elementary children. Increasingly, by first grade, children must already be able to read basic texts, add and subtract, and learn intricate processes. Yet many public kindergarten teachers are still working with children who may not know colors, how to use scissors, the names and sounds of letters, or how to get along with their neighbors.

Come! Bring your questions. They will be answered in a round table format by parents and experienced educators who care about your child’s future.

Montessori for a Lifetime

We know that you appreciated the Montessori philosophy when you toured our school and saw children in the classrooms. After all, your child is enrolled here. Now, consider expanding your incorporation of Montessori at home. It is really an approach to learning, creativity, problem solving, and respect that covers a lifetime, not just the short span of time before “formal” education begins.

One of the most important areas of the Montessori classroom is “practical life”. It is one of the first areas to which the children are introduced. The child’s immediate living environment, including eating, self-expression, cleaning up after an activity, working within a community, and respect for others is included here. Embedded in what the children are learning is our respect for their ability to learn and our expectation that they can do all that we ask of them.

You will notice that we do not use toy boxes where everything is jumbled together, but instead low shelves hold the activities and materials in an attractive manner, where each can be seen and specifically chosen. At home, help your child create a place for each item. If the space becomes crowded, remove a few things and rotate them. Use light weight baskets or bins to hold the toys which belong together. Each basket should be light enough to allow the child to independently carry it to the place where he will play. Encourage your child to choose a toy, play with it with focus and concentration until he is satisfied, and then replace it in the basket and on the shelf before selecting another toy.

Some families even choose to provide activity rugs, just as we do in class, to define the space. I might also mention that children like to work within your approval and with your help. Frequently you can “assist” while you direct and a

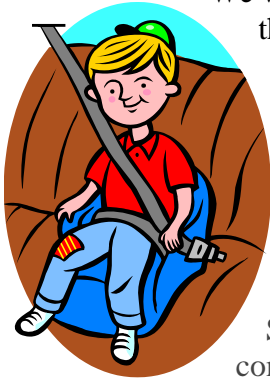
Your child is evolving on a daily basis. In learning that you expect her to choose her own activity and care for the materials at home as well as at school, she begins to understand that this is a good way of living with others, and that you appreciate and accept the way in which she/he is becoming a responsible member of the family.

Send a coat, hat and mittens labeled with your child’s name every day. If it is snowy send boots and snow pants (again, think skiing or sledding). We will adjust the children’s clothing according to actual conditions on our playground when we go outside. Please give us the materials to keep them comfortable.

Montessori at a Glance

<i>Traditional Classroom</i>		<i>Montessori Environment</i>
Textbooks Pencil & paper Worksheets	⇒	Prepared kinesthetic materials with incorporated control of error. Specially developed reference materials.
Working & learning without emphasis on social development	⇒	Working and learning matched to the social development of the child
Narrow, unit-driven curriculum	⇒	Unified, internationally developed curriculum
Individual subjects	⇒	Integrated subjects and learning based on developmental psychology
Block time, period lessons	⇒	Uninterrupted work cycles
Single-graded classrooms	⇒	Multi-aged classrooms
Students passive, quiet, in desks	⇒	Students active, talking, with periods of spontaneous quiet, freedom to move
Students fit mold of school	⇒	School meets needs of students
Students leave for special help	⇒	Special help comes to students
Product –focused report cards.	⇒	Process-focused assessment, skills checklists, mastery benchmarks.

Designed by Tim Duax



We would like to start this new year with thanks for all you do to keep the children safe as they leave the building at the end of their day.

We know that they move quickly; they do not necessarily listen to caution; and they are definitely below the window level of our vehicles. So they are, for all practical purposes, invisible.

Our speed limit is 5 mph in the driveway and parking lot. Thank you for your caution and consideration

We have also been asked to remind everyone that state law requires that all children must be in booster seats in the back seat until they are 57" tall and at least 8 years old.

Studies have shown the use of booster seats can reduce the risk of injury by 59% compared to seat belts alone. According to state senators when they voted their bill into law, **"MOST CHILDREN OUTGROW CONVENTIONAL CAR SEATS WHEN THEY ARE ABOUT 3 TO 4 YEARS OF AGE; HOWEVER, THEY ARE STILL NOT TALL ENOUGH TO FIT PROPERLY IN A VEHICLE BELT, SO THEY ARE LIKELY TO PUT THE SHOULDER BELT UNDER THE ARM OR BEHIND THE BACK TO PREVENT IT FROM RUBBING AGAINST THE NECK. THEY ALSO TEND TO SLOUCH OR SLIDE FORWARD, CAUSING THE LAP BELT TO RIDE UP ON THE ABDOMEN. THIS IMPROPER BELT USE CAN RESULT IN SEVERE INJURIES OR EVEN EJECTION FROM THE VEHICLE."**

Keep your child in a booster until:

- s/he is 4'9" (57") tall; for many children this is after age 8, so height is the safest guideline
- the shoulder belt of the car's seat belt crosses her shoulder and chest (not her neck)
- the lap belt crosses the upper thighs (not the abdomen)
- knees bend at the edge of the back seat and feet are able to dangle down

The Giving Tree

Thank you for your generosity - all the support you gave in response to the Renaissance community "Giving Tree" at Christmas. The numerous gifts you provided for those we adopted through the Visiting Nurses Association were very gratefully welcomed. We touched more lives than those named on the cards.

Thank you.

Silent Auction

Wednesday, January 25; 5:00 @ the school A working/strategic planning meeting for the 2012 Silent Auction

The Silent Auction is our single major fund raiser every year. To help you understand the importance of this event, consider all that your child receives from the total environment of this school:

- *support that recognizes your child's emotional age,
- *educational challenges on a daily basis that reaches to your child's intellectual age,
- *experiences through field trips or assemblies in school,
- *classroom projects which increase each child's depth of understanding.

Look at your own child and see the enthusiasm that is displayed toward exploration.

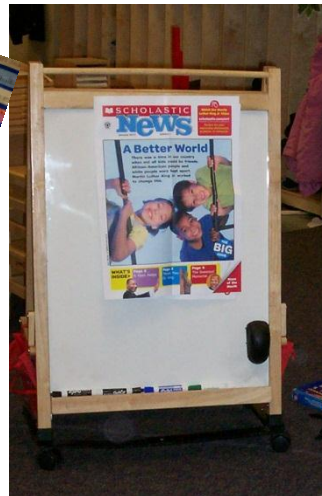
We support the foundation of each child's future – the future of all this – through the silent auction.

Equally important and necessary is the help of volunteers to plan and create our silent auction. The teachers and staff cannot do this alone. *Please* be part of our future. This evening is a working meeting as well as a strategic planning session to put our schedules on the calendar. Your ideas and helping hand are essential for our success.

Thank you for attending!



Kindergarten prepares for Christmas program



We code the text on every Friday Scholastic News paper. We are finding more and more sight words. We can read our own newspaper.

