March 6, 2015

Dear Families,

This was only the 2nd full week of school since coming back from Christmas break. It has been a good week and I think we are looking at a lot warmer weather next week so we will be able to be outside again.

Group lessons: pouring with a funnel, pouring 1 to 3, eye dropper squeezing, cutting on a curved line, paper punching and stringing, and the color wheel.

Books: Pearl's New Skates by Holly Keller, Mr. Gumpy's Outing by John Burningham, A Friend for Growl Bear by Margot Austin, The Rainbow Fish by Marcus Pfister, and Carl Goes Shopping by Alexandra Day

UPCOMING DATES
Friday March 20 Pie Sale Order forms due
Friday March 27 HALF DAY Afternoon Kindergarten attend
Friday April 3 – Friday April 10 NO SCHOOL  Spring Break
Monday April 12 School Resumes

SPIRIT WEAR Order forms for NPM spirit wear are due Monday March 16

NON UNIFORM FRIDAYS FOR THE REST OF THE YEAR

SNACK NEXT WEEK  Todd AM  Holman PM

VACATION HOMES FOR OUR ANIMALS  It's that time again – our classroom pets need a nice cozy spot for Spring Break. If you are willing to house the birds or the gerbils please let me know!

Wishing you a peace filled weekend,

Jennifer and Jeanette

Praise is something that we all do as teachers and parents. In the Montessori classroom we aspire to teach the children self-awareness and self-worth. One way we do this is through praise. According to Chick Moorman, there are three types of praise: evaluative, descriptive, and appreciative. Evaluative praise is just that; evaluating what someone has done. “Good job! Awesome Work! You sure are strong! You have beautiful handwriting! “are all examples of evaluative praise. Evaluative praise works like a drug, it helps the individual feel good for a little while and then they want more. And when no one is giving them praise; the individual then feels inadequate. It also teaches an individual that self-worth is external.

Descriptive praise affirms what is being done rather than evaluates. “I noticed you used 5 colors in your drawing.” “Everyone in our classroom began working right away.” “You threw the ball a lot farther than you did before.” “I can tell by your smile that you are proud of your work.” “You did it!”

Appreciative praise shows appreciation. “I appreciate you helping me put away the dishes.” “Thank you for putting away your work before getting out another one.” “I was so happy to see your clean room! I appreciate your efforts”

Descriptive and appreciative praise are often used together and leave the evaluating to the individual. When someone says “I appreciate so much that you did the dishes for me” the individual concludes that they are valuable. Self-worth becomes internal instead of external.