



mindful moments

FALL 2012

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Emergency Closing/ Delay Information:

In the event of inclement weather or other type of emergency, the Children's Center main number will have a recorded message to update you with closing and/or delay information by 5:30 am: 914-597-2253

Or call our Weather Advisory number:
914-597-2303

Dear Parents,

During the last week in August, we were getting the classrooms in order and preparing our environments so that we could be ready to welcome all of you for the new school year. The last day of Center Renewal Week, August 31, was Maria Montessori's birthday. We were thrilled to see the "mother" of alternative education celebrated in many ways.



If you had done a Google search on that day, you would have seen Montessori materials featured in the doodle above the Google search bar.

There was an article in *The Christian Science Monitor* that discussed 10 famous graduates of Montessori Schools, many of whom credit the Montessori method for teaching them to think differently and thus allowing them to do work that changed the world. Both Google founders, Larry Page and Sergey Brin, link the self-directed curriculum to their success. "It was part of the training...being self-directed, motivated, questioning what's going on in the world and doing things a little bit differently," said Larry Page, in an interview with Barbara Walters.

The Nobel Prize winning author, Gabriel Garcia Marquez has said, "I do not believe there is a method better than Montessori for making children sensitive to the beauties of the world and awakening their curiosity regarding the secrets of life."

Other famous Montessori graduates are: Jeff Bezos, Founder and CEO of Amazon.com; T. Berry Brazelton, Pediatrician/Author; Julia Child, Chef / Author; George Clooney, Actor; Sean "P Diddy" Combs, Record Producer, Rapper; Katherine Graham, Former owner/Editor of the Washington Post; Helen Hunt, Actor; Jacqueline Kennedy Onassis, Former First Lady; Prince Harry and Prince William, heirs to the British Throne; Jimmy Wales, Wikipedia founder.

What is it about Montessori?

Perhaps it is because our classrooms are designed to give children lifelong skills and our teachers create an environment where children learn to not only read words on the page but also read the words of their heart and become compassionate about the hearts of others. We strive to help our children achieve a kind of independence and sense of community as a learner and a member of a larger group of human beings.

When we see the children at the Montessori Children's Center, we see children:

- Approaching the world (and their work) with enthusiasm;
- Finding work that matters and is satisfying and engaging;
- Having friends and partners who are kind and collaborative;
- Having a sense that they are capable and can make a difference.

Imagine what kind of world we would live in if all children had a school curriculum that taught such things as:

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“We shall walk
★ together *on this*
path of life, ★
for all things are part
of the *universe*
and are connected
with each other to form
one whole unity.”

★ -*Maria Montessori*

FROM THE DIRECTOR

BY ROBERT DEROSA

Dear Parents,

Welcome to the new program year at the Montessori Children's Center. We look forward to working with your children and seeing you every day. As the fall approaches, we want to inform you about some important events that will take place at the Children's Center.

On Thursday, September 20, we will host our Annual Fall Picnic on the playground. This is a wonderful opportunity for parents to meet other parents, and socialize with the teachers and administrators. This is also a great time for all of the children to play together. The picnic will begin at 5:30 pm and end at 7:00 pm. We ask every family to bring a favorite dish to share with our community. When planning your dish, please remember that we are a nut-free Center.

On Tuesday, November 13, we will hold our first Parent Education event entitled, Journey through the Montessori Environments. Beginning at 6:00 pm, parents will have the opportunity to "journey" through the Infant, Toddler, and Early Childhood classrooms. During this time, parents will work with the activities in the classrooms that the children use every day. We will begin in the Infant Room and end our journey in the Early Childhood Classroom.

Our Winter Solstice Celebration will be held on Thursday, December 20 at 5:00 pm. Parents and children in the Infant and Toddler Rooms will gather in the classrooms, while the parents and children in the Early Childhood Classroom gather in the Rosedale Room, located on the second floor of our building. This is a time for all of us to come together to celebrate the winter solstice. We hope that all of you are able to attend these events this fall.

In March, we will hold another parent education evening workshop, which is still in the planning stage. Additional information on all of these events will be provided in a separate letter.

All of us at the Children's Center recognize the importance of parent education and professional development for teachers and administrators. On Monday, November 5, the Children's Center will be closed for a staff professional development day. The teachers will visit another school in the morning and attend a workshop in the afternoon.

This past May, I completed the academic portion of the



Montessori Infant and Toddler training, which was offered through the Center for Montessori Education|New York (CME|NY). The training began last summer and ended during a weekend seminar in May. In order to receive my Infant and Toddler certification through the American Montessori Society, I will be doing my practicum phase beginning this September.

The practicum phase of the training requires that I spend a minimum of 360 hours in the classroom. To fulfill this requirement, I will be working two hours a day in the Toddler Classroom. During this time, I will be interacting with all of the children and keeping a detailed journal of my observations, questions, reflections and ideas.

In order to further refine my journal findings, I've decided to focus on the social development of the children who phase into the classroom, compared to those who phase over from the Infant Room. Our phase in/over process is one of the many important things we do to ensure success with all of our children.

During my on-site evaluation visits throughout the year, my journal will be available for review by a CME|NY Field Consultant. A summary of my experiences documented in my journal will be presented to a small group of educators in May.

I look forward to being in the classroom again and completing my certification. Once certified, I will be Montessori certified at all levels, from infant through age twelve. However, as a lifelong learner, my professional development will always continue.

Please feel free to ask me any questions you have regarding the Children's Center or any of our programs.

Robert

WHAT IS MONTESSORI?

UNDERSTANDING THE BASIC DIFFERENCE BETWEEN TRADITIONAL EDUCATION AND MONTESSORI EDUCATION

By K.T. Korngold

All education models are comprised of three primary components: the teacher, the students, and the curriculum (i.e., what the student needs to learn.)

In the traditional model, the teacher takes a group of students in unison through a predetermined curriculum, effectively telling students what to think about, when to think about it, and for how long. The teacher corrects mistakes. The teacher is the gatekeeper for all (or most) of the information. In this model, the teacher is in the middle, deciding how the curriculum is to be dispersed to the students.

What Dr. Maria Montessori did that was so revolutionary was to rearrange the three components. Rather than have the teacher in the center, each student is instead at the center of his or her own learning, and has access to all the lessons and learning supplies—what we call *materials*. The teacher orbits around the children, rather than the children orbiting around the teacher.

Montessori created and inspired beautifully designed materials to attract the child and meet his/her developmental needs. The materials are arranged around and throughout the classroom and are placed in a logical, sequential order, with each having only one isolation of difficulty. For example, in the Pink Tower, each block is the same color—pink—thus allowing the child to learn and experience gradation in size. The cubes get incrementally smaller as the tower is constructed from largest to smallest cube. If a larger cube is placed on a smaller cube, the tower will topple. This type of design enables the child to perceive both the whole as well as the sum of the parts. The curriculum moves sequentially as the child develops, thus enabling the child to successfully make connections as s/he learns.

The Montessori curriculum includes incremental activities in many areas, such as: geometry, mathematics, geography, geology, botany, zoology, cultural sciences, language, grammar, art, music, and practical life skills. Weight, texture, color gradation, sound, scale, and so on, provide important cues for memory, information storage and retrieval, and aid in the development of common sense, understanding cause and effect, and causality or if/then relationships.

Students engage in experiential learning through a process of trial and error. They can self correct when they make a mistake. For example, no one has to tell them that the smaller cannot support the larger cube; they discover for themselves that the largest cube cannot balance on the smallest cube. All students work at their own pace. They do not have to wait for others to catch up to them before they move on to the next lesson; and they don't fall behind if they need additional practice. Our multi-aged groupings encourage and enable peer teaching while fostering a sense of importance in each child as a contributing member of the community.

Finally, in the Montessori model, the teacher's role is to foster skills of self-assessment and independence by helping the child discover lessons that match his/her precise interests and skill level. The teacher observes the child. This enables her to help guide the child as the child increases mastery or provide more support and direction, if necessary. The teacher is then free to move from student to student, giving help as needed.

Once upon a time, people believed that the earth was the center of the universe, and they thought that the sun orbited around the earth. When people began to realize that it was the sun at the center, they shifted their perception and understanding, and scientific calculations began to fall into place.

The Montessori model puts the student at the center and places the curriculum and teacher in orbit around the student. This creates a shift of understanding, perception, and experience: now we see a school where students remain curious, self-motivated, happy, interested, and engaged in their learning.

If you would like to see for yourself how the Montessori model works with these three components, come spend some time observing in one of our classrooms. We have a visitor's chair, waiting just for you.



PEACE IN OUR CLASSROOM

By Melissa D'Angelo

According to Maria Montessori, "Peace is what every human being is craving for, and it can be brought about by humanity through the child." The Montessori method has many ways in which it offers a curriculum for peace education. In our Early Childhood classroom, we have a ritual that also helps us encourage peaceful behavior, recognize peaceful actions when they take place, and come together to celebrate each week as we mark these events.

We have a collection of artificial lily flowers, which we keep in a basket on the windowsill in the classroom. The lilies are called "peace" lilies. When a child does

something peaceful, kind, or helpful for another child, we show our awareness of what the child has done by placing a "peace" lily in a vase. This may be a silent action on the part of a teacher or another child, or the teacher or child may tell the peaceful child that a lily was placed for them. The child might do something as simple as picking up a crayon that a child dropped on the floor or the child might have done something more involved, such as helping another child build a 100-piece puzzle. A teacher may put a peace lily in the vase when a child has helped with lunch set-up. When other children see their peers acting with kindness toward one another, they too become motivated to help other

children. It is delightful to see the pride in a child's face when s/he sees a peace lily going into the vase for something s/he did. The children smile and tell the other children and teachers what they did to deserve the peace lily.

At the end of the week, we celebrate by having a peace celebration. We reflect on all the peaceful things that happened that week, remembering each action that resulted in our bouquet of peace lilies. Each week brings new moments of recognition for children, as they develop memory, sequence, and acknowledge acts of kindness in others. The peace celebration is always a moving and joyous end to our week at school.



WHO'S WHO

THE MCC FACULTY

Please take a few moments to read about the wonderful MCC staff members, who work with your children each and every day:



Knowing Andrea Angeles

I'm from Colombia and moved to the U.S. in 2006. While in Colombia, I graduated with a degree in Advertising in 2001 and Technology in Business Administration in 2005. When I arrived here, I took English as a Second Language at BOCES and Westchester Community College – seven levels in all. I have been at the MCC for the past three years; my prior teaching experience was at the YMCA in White Plains. This year I have attended the following workshops: the 28-hour CME|NY Introduction to Montessori Course, as well as Know Your Regs!, Multi-Level Assistants, Observation/Child Development, the CME|NY 7-hour workshop for Assistants and Substitute Teachers, Our Attitudes Toward Parents – Parts 1 & 2, and Child Abuse Identification & Prevention. In addition, I completed the OCFS-approved Medication Administration Training Course and I'm certified in Standard First Aid with CPR – Child and Infant.

I love working with children because I find there is so much you can learn from them; seeing the environment through their eyes is such a privilege. I hope to have many more happy years here at the MCC.



Knowing Joyce Bajulaiye

I was born in the Kilimanjaro region of Tanzania and grew up in Dar es Salam. My husband is a Nigerian diplomat. We are blessed with three lovely children; one girl and two boys. I studied French at the University of Geneva in Switzerland. In

Zambia, I was a substitute teacher at the International School of Lusaka. Upon coming to the United States, I received my B.A. from the College of New Rochelle in Early Childhood Education, where I'm currently enrolled, pursuing my Masters in Early Childhood Education/Special Education. I have worked in the infant room at the MCC for the past 4 years. Prior to that, I was a toddler head teacher at the Montessori Garden School and the Liberty Montessori School. This year, I attended the following workshops: Observation/Child Study, A Journey Through the Montessori Environment, Our Attitude Towards Parents Part 1 and Our Attitude Toward Children- Part 2, Child Abuse Identification & Prevention/ Shaken Baby Syndrome. In addition, I'm certified in Standard First Aid with CPR - Child and Infant Review, Toddler Curriculum, Classroom Design and Program Development.

I love to see the world through the eyes of an infant and watch them bask in utter excitement at their learning something new. One of the most gratifying experiences I've had is placing an infant on the changing table and having that infant look up at me and say, "thank you." I enjoy reading, tennis, and golf. I've traveled extensively throughout Europe and Africa. In addition to French, I speak fluent Swahili and Chagga.



Knowing Teresa Benavente

I'm from Peru. I'm married, with one son. In Peru, I studied Biology at the National University of San Agustin. I worked mornings at the Peruvian Air Force Hospital for 20 years. In the afternoons I worked as a professor in the Maria Montessori Technical Institute, for 10 years. In 1999, I moved to the United



States. The first thing I did was enroll at Westchester Community College, to study English. Then, I studied Phlebotomy at BOCES. I've been in the infant room at the MCC for the past four years. I have attended the following workshops this year: Observation and Child Study, Infant & Toddler Curriculum, Classroom Design and Program Development, A Journey Through the Montessori Environment, Child Abuse Identification and Prevention, Know Your Regs!, the Principles of Childhood Development and Our Attitudes Toward Parents. I'm certified in Standard First Aid with CPR – Child and Infant Review.

My main goal while working at the MCC is to help our children grow up in a safe, lovely, and friendly environment, where they can develop their intellectual, emotional, and social skills.



Knowing Ellen Chang

I was born in Taipei, Taiwan. I graduated from Ming Chuan College where I majored in Business Management. Shortly after graduating, I worked in the accounting department at Asia Polymer Corporation for approximately five years. When I turned 26, I moved to New York with my husband, to start a family. My husband has his Ph.D. in Biochemistry. He currently works in the Pathology department at the Columbia University Medical Center. My older son, Stephen, a graduate of Penn State with a B.S. in finance, currently works for the Royal Bank of Scotland. My younger son, Victor, is studying Environmental Engineering at Columbia University. As for me, this is my fifteenth year working at the MCC. Prior to this, I taught at the Westchester Chinese School for six years. I have attended the following workshops this year: Observation/Child Study, Infant & Toddler Curriculum, Classroom Design & Program Development, A Journey Through the Montessori Environment, Child Abuse Identification & Prevention, Know Your Regs!, Our Attitudes Toward Children Parts 1 & 2. In addition, I am certified in Standard First Aid with CPR – Child & Infant.

Working with children is a great joy for me: they don't judge you, allow you to have fun, and let you be yourself. Most importantly, children teach us the value of patience and friendship. I look forward to many more happy years here at the MCC.

Knowing Jeanne Cooper

I'm originally from Blue Earth, Minnesota. I come from a family of eight children and I'm a twin. I attended Westchester Business College and received my Associate's degree in Computerized Office Administration. I then worked at Tutor Time pre-school as a head teacher for seven years; some of my responsibilities included conducting parent-teacher conferences, curriculum-dependent classroom set-up, art, circle-time, and music. I received my Child Development certification (CDA). I have been at MCC for the past six years. I attended the CME|NY Infant Toddler Montessori Training



(210 hours) and did my practicum (540 hours) here at the MCC. I have received my CME|NY Montessori Infant/Toddler AMS Credential Certification, of which I'm very proud.

Of everything I have learned here, I would have to say the most important would be the concept of "respect of others." This beautiful Center has helped me become aware of and be appreciative of everything around me. I am proud to be part of the MCC and love learning something new every day.



Knowing Melissa D'Angelo

I went to Wheelock College in Boston where I studied Human Development with a concentration in Childhood Education and received my B.A. I have begun working toward my Master's degree at Mercy College. I received my Montessori training in Early Childhood and I am working to complete my certification. I've worked at the MCC since I was 16 years old and have been here full time for six years. Prior to working here, I taught in the New York Public School system teaching kindergarten, for five years. This year I attended 14 hours of the CME|NY Toddler program in Child Development, Classroom Practices and Observation.

I enjoy the EC room because each child is learning to become his or her own person. They are so eager to learn and they teach me new things every day about life, about learning, and about how it is to be a child; they keep me young and

energetic. My favorite area in the classroom is the language area because of the endless possibilities the children have for learning. During my down time, when I have it, I enjoy reading fantasy fiction, scrapbooking, and spending time with my husband and twenty-two month old son, Luca.

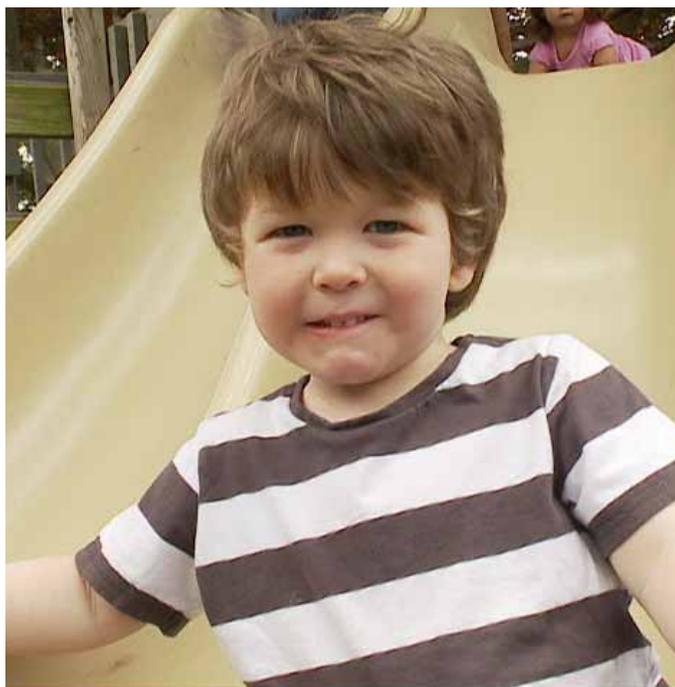
Knowing Robert DeRosa

I graduated from New York University with a degree in marketing and accounting, later pursuing a career in marketing for 10 years before entering the world of education. After earning Early Childhood and Elementary teaching diplomas from the Toronto Montessori Institute, I was an elementary head teacher at the Toronto Montessori School and served as vice president of the Canadian Association of Montessori Teachers. I then moved to California, where I held various positions at Berkeley Montessori School, including elementary head teacher, early childhood head teacher, and campus director. Additionally, I coordinated a Montessori teacher training program for Saint Mary's College of California, where I also worked as a teacher trainer for the Early Childhood and Elementary levels. Prior to coming to the MCC, I was the executive director of Morningside Montessori School, in New York City. I am certified in Montessori from Early Childhood to Elementary 6-12. I'm currently completing my Montessori Infant and Toddler certification.



Knowing Beth Freimour

I'm Beth Freimour and I've been at MCC as the Assistant to the Director, Robert DeRosa, since December, 2011. I'm the person who cheerfully welcomes you each morning – it's easy to do, as I love the environment and the children. I have a degree in Elementary Education and English Literature



and a vast background in the hospitality industry. I'm also a freelance writer and copy editor. I love to spend time with my three-year old Golden Retriever, Mac. I travel to Maine quite a bit, where my boyfriend lives in a picturesque, coastal New England village; quite a change for me, having been born and raised in New York City. This year, I have taken the CME|NY 7-hour workshop for Assistants and Substitute Teachers. I look forward to many happy years here at MCC – it's a wonderful community filled with loving and creative people who set the bar at a new high for excellence in education.

Knowing Rachel Medina

I'm currently enrolled at Westchester Community College for my Associates Degree in Early Childhood AMS Credential. After that, I plan to attend a four-year college for my B.A. I attended the CME|NY Early Childhood Montessori Training (300 hours) and did my practicum here at the MCC. I expect to finish all my papers by next summer, and will then receive my CME|NY Montessori Early AMS Credential. I have worked at MCC for seven years. I started working here immediately following high school as a substitute teacher in all of the classrooms, and was hired full time for the 2006 school year. This year, I have attended the following workshops: Observation/Child Study, Celebrating Montessori Teachers Conference, Observation and Record Keeping, Communicating with Parents, Training on State Regulations, Child Abuse Identification and Prevention, and A Journey Through the Montessori Environment. I am certified in First Aid and CPR.

What makes working at a Montessori school so rewarding for me is being able to listen to the children's opinions, ideas, concerns, and thoughts and to use their individual interests to draw them to the classroom materials. I love being able to teach children what they are excited by and, although the daily routine may be the same, no two days are exactly alike.

Knowing Suzette Patterson



I have an Associate's Degree in Early Childhood Education and I am in the process of obtaining my B.A. in Sociology. I have been working with children for over 10 years. I started to tutor in high school, and continued to work with children throughout college, which motivated me to continue to work in early childhood education. There are some who believe infants just eat, sleep, and make bowel movements. However, in reality, infants can do much more than we think: they work based on the freedom that their caretakers give them. I am certified in CPR, First Aid and MAT. This year, I have participated in the following workshops: Our Attitudes Towards Parents and Children, A Journey Through the Montessori Environment, Child Abuse Identification & Prevention, Including Shaken Baby Syndrome, and Infants & Toddler Curriculum, Classroom Design & Program Development.

Working with children is very rewarding. It makes me happy knowing that I am making a difference in someone's life. They might not remember my name, but they will carry what I teach with them for the rest of their lives. You see how each child develops each day, progressing at a rate based on their emotional, social, and developmental ability. Equipped with the Montessori philosophy, helps me to be aware of the individual child's strengths and weaknesses, and see where to guide and assist them.



Knowing Donna Pellegrin

My husband and I have raised a busy, happy, multiracial, and noisy family of 11—comprised of six birth children and five foster children. When my youngest began middle school, I was ready to work outside of our home and began my Montessori journey. I was invited to take the CME|NY Infant/Toddler Montessori training (210 hours) 13 years ago, shortly after I became an assistant in the Infant Room. I became the lead teacher the following year when I received my CME|NY Montessori Infant/Toddler AMS Credential Certification. I am starting my 14th year in the Infant Room and am still learning something new every day from the best of the best—our own infants and young toddlers. In addition to working as the Head Teacher in the Infant Room, I also am part of the CME|NY faculty working with the Infant and Toddler program. I look forward to continuing involvement with the training program, and personal development and enrichment through the seminars and workshops offered by MCC.

The philosophy and methods at the heart of Dr. Montessori's teachings are awe-inspiring. I have often wished that I had known her teachings and philosophy when my own children were young. My husband and I marvel at the richness of our lives. We celebrate 40 years of marriage in September, still go on a weekly date-night-out, and are enjoying the beauty and simplicity of grandparenting.

Knowing Pamela Serra

My Montessori journey began after I graduated from the University of Bridgeport with a B.A. in Education (N – 6th grade), when I visited a Montessori school for the first time. The children were independently engaged, talking, laughing, working with math, reading, science activities; I was amazed and speechless. I applied for a job and the very next week, I started working at the Bronxville Montessori School. The following year, the school sponsored my Montessori Training and certification through Aercio Ithaca, held at Cornell University. It was directed by a young, enthusiastic Montessorian named Carole Korngold. After my year of internship, I became a head teacher at Bronxville Montessori, where I worked for 13 years. I also worked for Carole's new Montessori training Center (CMTE|NY). I was a curriculum presenter in practical life, senso-



rial, and math and I developed the math curriculum for CMTE. I also was a presenter for CMTE|NY satellite programs in Canada and New Jersey and worked supervising interns. In 1992, when the Children's Center opened, I became the Head Teacher of the EC class. The following year, I was asked to become the Director of the Center, a position I held for 11 years. After a brief leave of absence, I returned to my first love, working directly with children as the Early Childhood Head Teacher. I continue to work with CME|NY as a consultant and teacher trainer. Recently, I provided math training for Yonkers Montessori Academy, a public Montessori school and presented the Math curriculum at the CME|NY Introduction to Montessori course. As a teacher, I feel that I never stop learning; I receive ongoing training from CME|NY and also at the MCC, including most recently, a Community Building workshop.

I am thrilled to be in the Early Childhood classroom. I enjoy listening to the conversations of the children, hearing their laughter, seeing the respect they show one another and feeling their willingness unfold to be helpful to their peers. I smile when I watch the "aha" moments—when they master a skill or concept. Every day, I am reminded of my passion: to teach children using the Montessori method, and how important it is because I see the results each day when I look around our classrooms.

Look in our next issue to learn about: Olga Angel, Diana Mendez, and Diana Tabora

CARE PROGRAM

By Pamela Serra

The Montessori Children's Center, in conjunction with the Therapeutic Recreation Department, is pleased to announce our continued involvement in the CARE "Children and Adults Recreating Equally" program again this year. The collaboration began in the fall of 1992 and we are so pleased to continue working together in creating a mutually meaningful project that connects the children and rehabilitating patients with a program of shared enjoyment.

The purpose of the program is to provide opportunities for both the patients of the hospital and the children at the Montessori Children's Center to interact and support each other in recreational activities.

The program runs from October through August, with scheduled events from 10:00 am - 11:00 am every Monday and Wednesday. Each fall, in order to familiarize the children with the patients, Burke therapists, and equipment, the entire class first tours the hospital. Prior to the visit, the teachers and

children discuss the activities and read books about people with physical challenges.

A small group of children, led by one of our Early Childhood teachers, meets with a Burke recreational therapist and group of patients to enjoy various activities together. The activities include story time, music, arts and crafts, games, and horticulture. The children and patients rotate on a three-week basis. Only those children whose parents have given written permission are included.

In these photos, the children and patients in the CARE Program are using a parachute, as they play together on the lawn, guided by Dr. Simon.

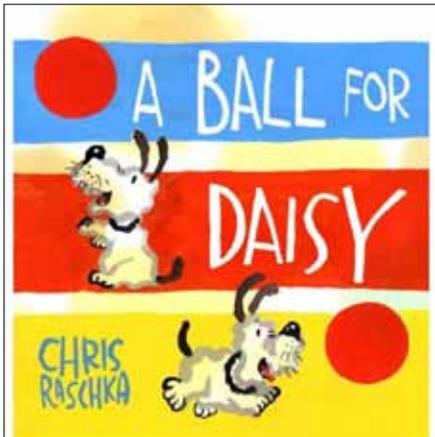
The program has proven to be one that fosters relationships between the generations, strengthens socializing skills, encourages positive feelings and self-esteem, and helps promote the acceptance of differences.



BOOK NOOK

TO READ WITH YOUR CHILD

Reviewed by K.T. Korngold



A Ball for Daisy

Author and Illustrator: Chris Raschka

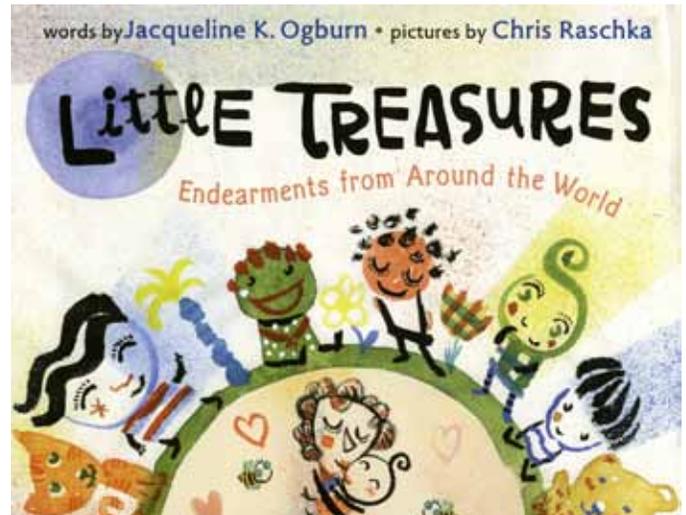
We're always great fans of any book illustrated by Chris Raschka, and not only because his wife, Lydie is one of our CME|NY faculty members, but also because his illustrations are so captivating for young children. Chris recently won the Caldecott Medal for best picture book, for "A Ball for Daisy." The wordless book for ages 3 and up deals with a dog's loss of her favorite ball. It was inspired by an incident involving their four-year-old son, his favorite ball, and a dog named Daisy. The dog eventually destroyed the ball, but the event sparked the idea for the award-winning book.

Little Treasures

Author: Jacqueline K. Ogburn Illustration: Chris Raschka

"Little Treasures," written by Jacqueline K. Ogburn and illustrated by Raschka, offers a fanciful and amusing round-the-world portrait of endearments used for children in 14 different languages. If you thought your pet name for your child was silly, wait until s/he delights at some of the names you might use if you lived elsewhere or spoke a different language. If you lived in Spain, you might call your child "Agelito," little angel; if you spoke Chinese, you might say "Bao Bei," (meaning precious). If Hindi was your native tongue, your little one would be your "sweet little moon" or "Mera Chanda."

As Montessorians, we are always eager to share books that show the universal threads that unite different cultures. "Little Treasures" celebrates how very dear our children are to all of us, in every language, and reminds us how our hearts swell each time we affectionately call the "peanut" or "pumpkin" or "poppet" we love so much.



"Does your mother call you silly things such as "sweetheart" or "doodlebug?" Does your father call you "peanut" or "short stuff?" These kind of sweet and silly names are known as endearments. All over the world, mothers and fathers, grandfathers and grandmothers, brothers and sisters, uncles and aunts, love their children very much and call them by many different sweet names. In America, they call their children honey, pumpkin, sunshine, and baby-cakes. In England, people call their children sweet names such as poppet, pet, ducky, and love. In Australia, families call their children flossie, possum, and lambchop."

--From "Little Treasures"



CALENDAR 2012-2013

THE MONTESSORI CHILDREN'S CENTER WILL BE CLOSED TO THE COMMUNITY ON THE FOLLOWING DATES:

Monday, October 8, 2012	Columbus Day
Monday, November 5, 2012	Professional Day
Thursday, November 22, 2012	Thanksgiving
Friday, November 23, 2012	Day After Thanksgiving
Monday, December 24-Friday, December 28, 2012	Staff Vacation
Tuesday, January 1, 2013	New Year's Day
Monday, January 21, 2013	Martin Luther King, Jr. Day
Monday, February 18, 2013	President's Day
Monday, May 27, 2013	Memorial Day
Thursday, July 4, 2013	Independence Day
Monday, August 26 – Friday, August 30, 2013	Center Renewal Week
Monday, September 2, 2013	Labor Day

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- How to appreciate differences
- How to express gratitude
- How to care for the environment
- How to care for yourself
- How to monitor your own work
- How to create a peaceful world

If you take a peek inside our Montessori classrooms, you can see much of that curriculum at work, even from an early age. We call it "Practical Life" and "Education for Peace" and "Development of Independence." You will see your children developing their genuine selves—what Maria Montessori called the work of the child to develop the human. *"It is the child who makes the man, and no man exists who was not made by the child he once was."* (Maria Montessori)

These are the sparks to inspire deep interest and long engagement in learning and in life. These are the very foundations that establish a child's sense of well-being, to help them be flexible and adaptable to confront the challenges of our quickly changing world. This is the work Maria Montessori envisioned and what we are engaged in each day, as we work, plan, play, and learn together with your children.

Please mark your calendar and "Save the Date" for the following Montessori Children's Center Family and Parent Education events:

Thursday, September 20

5:30 pm – 7:00 pm Fall Picnic (*All families past and present welcome*)

Thursday, September 27

Parent Education Evening Workshop
6:30 pm – 7:30 pm
"Toilet Education" (for Parents of Toddlers and EC children)

Tuesday, November 13

Parent Education Evening Workshop
6:00 pm – 7:30 pm
"Montessori Journey: A Guided Experience of the Infant, Toddler, & EC Montessori Classrooms"

Thursday, December 20

Winter Solstice Celebration – 5:00 pm

Admissions:

We currently have openings in our Infant and Toddler Rooms. We are offering two-day, three-day and five-day programs. Please contact our Director, Robert DeRosa to arrange a visit: (914) 597-2253.

If you know someone in need of full-time, year-round childcare, we thank you for recommending the Montessori Children's Center. If you refer a friend to our program and they enroll a child, you will receive a \$100 credit toward your next month's tuition. Be sure to let us know if you've sent a friend our way!

