

Bear Tracks

Volume 20, Issue 01

August 29, 2019



Dates to Remember



- **Aug. 29**
 - ◆ PTO Meeting & Open House, 6:00 pm
- **Aug. 30**
 - ◆ Lifeskill Tea for Respect
- **Sept. 2**
 - ◆ Labor Day—NO SCHOOL
- **Sept. 4**
 - ◆ 3K—First Day of School
- **Sept. 6**
 - ◆ DARE Program begins for Upper Elementary students
- **Sept. 10**
 - ◆ CRP Begins
- **Sept. 20**
 - ◆ Peace Day
- **Sept. 26**
 - ◆ Interim Reports go home
- **Sept. 27**
 - ◆ High Five Friday with the Richland Co. Sheriff's Dept. during morning car line
 - ◆ Lifeskill Tea for Honesty

Principal's Message



Dear Brockman Families,

It is wonderful to have your children back in school! I hope that they came home with stories to tell you about friendships that they rekindled and new friends that they met. One of the many benefits of a Montessori education is the value of multi-age classrooms. The school year begins with less tumult than traditional schools, because older children act as role models for children who are new to the class. While I'm sure that children still have anxious feelings as a new school year begins, I'm hopeful that your children are now feeling more comfortable and peaceful in the school routine.

Next week we will welcome our new cubs into our school family. We can't wait! It's such an exciting time and we want to make sure that it is a joyful experience for them. It's also a big responsibility as we are entrusted with the care of these young children. We ask your patience during car line in the morning as this may slow down our process a bit. Our top priority is the safety of children.

Our theme for the year is *Many Hands, Many Hearts* and we look forward to a year of working closely with you to share the work of our hands and the love in our hearts to help your child grow and learn!

Respectfully,

Dr. Heidi Stark

WELCOME BACK TO SCHOOL!

Related Arts Corner

Welcome back Brockman Bears! Here's to a creatively strong start to the new school year.

Our Arts Steering Plan focus for this year is the visual arts (more related events and information to come!).

USC Strings Project gave a presentation about bowed string instruments and their program to our Upper Elementary students earlier this week.

Upper Elementary Chorus began this week, as well as violin class and orchestra. Please make sure to get those sign-up sheets returned to Mrs. Evers.

Meet our New Staff



Mrs. Stimler
Computer Lab Asst.



Mrs. Oliver
Instructional Asst.
Mrs. Moore's Class

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Odyssey of the Mind

needs you!

Hey, are you a creative, spontaneous upper elementary kid that likes to think outside of the box? If you are, then we need you!

OM gives you the opportunity to work together in a team and go crazy. We will meet once a week after school until about 4:30 pm where we solve spontaneous, hands-on problems, think crazy thoughts (What does the Statue of Liberty think?) and design our own performance with self-made props, costumes, backdrop, script etc. We will work toward the State Finals in March 2020 where we plan to perform and see other teams' performances.

Each team can have 5 to 7 students. The more students interested in participating, the more parents we will need to help. If you are an interested student, please have your parents contact Henning Liese at henning@henningliese.net, R1 Volunteer, or Sharonda Giles at Sharonda.Giles@richlandone.org, or call 803.603.2150. There will be an obligatory parent meeting scheduled soon.

Creating Reading Routines at Home

Studies show that we learn best from repetition. This is true when it comes to reading, too! Developing reading routines is a great way to work on learning to read while taking some of the anxiety away from what we are supposed to do before, during and after we read. Below are some routines that would be great to implement every time you read with your child.

- Compete a picture walk before reading.
- Play detective! Find all the parts of a text!
- Ask questions before, during and after reading.
- Set aside independent reading time each day.
- Let your child explore books of their choice at home, the bookstore, and the library.
- Read many different forms of print each day (e-books, magazines, newspapers, comic books, picture books, chapter books, etc.)
- Let your child "catch" you reading! Show them you read for many different purposes every day!

Primary

New Beginnings!

Our first month of school is an exciting and busy time in the Primary Montessori classrooms. Since school started we have been learning (or relearning) how to interact in our environment. We have practiced rolling rugs, lifting chairs quietly, lifting floor tables, and working quietly. We are also practicing completing the work cycle. This includes choosing where and what we are working on. Preliminary skills are very important in the Montessori classroom. If stressed now, then later it won't interfere with the learning process, but will be a "natural" part of it. Although many students were in class last year, these skills are continually reinforced.

5K students are already starting their morning work and are busy mastering their lessons! They are both leaders and role models. We encourage them to give their best effort—others are watching them to see how it's done.

Our new students are primarily working in the Practical Life Area and the Sensorial Area of the classroom. These areas in the classroom provide the "foundation" for a child's Montessori education. The Practical Life Area is where your child learns to concentrate on a task, create order in their environment, foster beginning independence skills, and begin to coordinate their body movements. The activities are sequenced according to difficulty. They are tasks that require the child to move from left to right and up and down (as in reading) and to follow multi-step directions. During our line times, we are listening to stories, singing familiar songs, walking the line, and meeting our new classmates.

The Sensorial Area is perhaps the single most important area in the classroom. This is where the child prepares their brain to absorb and learn in the environment. They are literally training their senses to receive and process newly learned information! Neuroscientist Kenneth Watson states that "one's tactile, visual, olfactory, motor and auditory experiences are all followed by more complex brain processes." (Wesson, 2003) The materials in the Sensorial Area are designed to isolate a specific sense area. As a child moves through these materials, they make themselves more receptive to learning the academic concepts that follow.

Lower Elementary

Welcome to new and returning Lower Elementary students! As we transition to a new school year, it is a good time to remember some important benchmarks of independence. Montessori refers to this as the Second Plane of Development.

Independence can be broken down into three main categories: **care for self, care of environment, and interpersonal skills.**

In an organized environment, Lower Elementary students can **care for self** in the following ways:

- Wake to an alarm clock, get dressed, and be ready for breakfast
- Make their breakfast
- Fill their water bottle
- Pack their lunch with nutritious foods
- Remember to bring lunch, coat, water bottle, and backpack to and from school
- Walk in from car line alone
- Carry their belongings
- Serve themselves
- Clean up spills and accidents
- Complete homework by themselves and turn it in when due
- Get into and out of their car seat or booster seat by themselves

In an organized environment, Lower Elementary students can **care for environment** at home and at school in the following ways:

- Make their bed daily
- Fold laundry and put it away
- Feed and care for pets
- Put away lessons, toys, games, and books
- Set the table for meals
- Help to do the dishes
- Take out the trash and recycling
- Read a book to parents, siblings, and by themselves

In an organized environment, Lower Elementary students can develop **interpersonal skills** in the following ways:

- Say please and thank you
- Help others with work
- Solve problems with friends and adults
- Take advantage of peer mediation when necessary
- Apologize and make amends

The road to independence is not always easy and we want you to know that your child will develop some skills faster than others but will need to work to master them all in this plane of development!

Stay tuned for more benchmarks that may help aid in the important development of independence!

Upper Elementary

Upper Elementary students are excited for a new school year. They have been working on activities to get to know each other better. Classes have been working on lessons that include following directions, math, reading, writing, and art. Some students got to know each other better while working on sewing pencil pouches. This project was new to most students, but with the help of friends everyone succeeded. Upper Elementary students are happy to be back at school with their new and old friends.

By: Caroline Collins, Mary Prater Wren, Mamie Biel, Nicholas Stewart, and Shayna Grossberg



Meet our New Staff



Mr. Beaty
Instructional Asst.
Mrs. Wentzky's Class



Mr. Linton
Physical Education
Teacher



Mrs. Phillips
Lower Elementary
Teacher



Dep. Burroughs
School Resource
Officer



Mrs. Sawyer
Primary Teacher