



MONTESSORI KINDERGARTEN NEWSLETTER

Issue 3

May 2011

Dear parents and students,

As another scholastic year (2010-2011) comes to an end, we would like to congratulate you on a successful and productive year and wish you a happy vacation. We also look forward to meeting you next year to pursue our joint educational successes.

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AMRA

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JORDAN

The significance of this project lies in the fact that it helped the children understand their country and the meaning of statehood and nationhood. It also introduced them to new concepts and terminology including borders, geographical location, capital city, map, tradition and history, etc.



The following points took centre stage in the discussion:

- › Jordan's main cities.
- › The Kingdom's non-volatile weather.
- › Historical and religious sites and their importance for the tourism industry in Jordan and the marketing of Jordan.
- › The main tourist attractions in Jordan, including, among others, Petra, Jerash, the Dead Sea and Aqaba.
- › History.
- › Jordan's Monarchy and the earlier-kings of Jordan.
- › Landscape and topography.
- › Traditional food and costumes.
- › The plants and birds of Jordan.
- › The currency.

The children were also introduced to Civic education, which tackled the following points among others:

- › The constitutional system and parliament.
- › Their Majesties' duties towards their nation and people.
- › The origin of Amman's name.

The illustration of the project was a video film about Jordan's history and way of life that encompassed all the above elements.

THE FOUR SEASONS, WEATHER, AND TIME

THE FOUR SEASONS

- ▶ The names of seasons.
- ▶ Features of each season.
- ▶ Clothes worn in each season.
- ▶ The effect of seasonal change on animals.
- ▶ Identification of each season's vegetables and fruits.
- ▶ The planet Earth's revolving around itself and around the sun, the resulting phenomena of the day and night and the four seasons.

THE WEATHER

- ▶ Clouds, their formation, how they differ from one season to another and their importance in bringing rain.
- ▶ Winds and how they affect the lives of people and plants.
- ▶ Hurricanes, thunder, lightning and frost.
- ▶ Water Cycle.

TIME

Time is a part of the measuring system used to sequence events, to compare the durations of events and the intervals between them, and to quantify rates of change such as the motions of objects.

The Egyptians were the first people who created a 24-hour day. Time was a little bit different in those days. The night was divided up into 12 hours, which were designated by the position of stars in the sky. The day was divided into 10 hours and a shadow clock was used to keep track of these hours. The twilight hours were the hours before dawn and after sunset.

The children learnt about:

- ▶ A large variety of devices that have been invented to measure time and the advantages and disadvantages of each:
 - The Shadow Clock
 - The Sun Dial

- Water Clock
- Hour Glass
- The Pendulum
- Mechanical Clock
- Atomic Clock



- ▶ The time components of the day; the day consists of 24 hours, an hour of 60 minutes, and the minute of 60 seconds.
- ▶ The world time-zones.
- ▶ Big Ben being the largest 4-faced ringing clock in the world. Around the World

This project was a tour of the planet Earth starting with its present-day formation, namely the seven continents of the world. The core content of the project was discussion of each continent's main features, countries, their borders, flags and the varying cultures as manifest in costume, architecture, art and music, to name a few. During our discussion of the project, we touched on the wonders of the world such as Petra, the Pyramids, the Great Wall of China and Taj Mahal.



We also brought to the children's attention the importance of modern day communication, be it digital or otherwise, which has turned the globe into a small village, with both the positive and negative impact this may entail. For example, one can now talk directly to a friend or a relative through the PC and see them through a web cam, as if they were communicating directly. But also globalization has its negative effects such as the quick spread of disease. The children were told that the globe should be for all and, accordingly, its resources and wealth must be protected.

MUSIC

Music, in a broad definition, is the artful arrangement of sounds across time. It is part of virtually every culture on Earth, but it varies widely among cultures in style and structure as well as sounds and instruments.

Music began almost universally in early times as an accompaniment to movements and activities of

workers and farmers and has evolved over the years in terms of sounds and instruments.



The relevance between the various civilizations and their music is clear cut. It is very easy to differentiate between western music, oriental music, Latin American music etc. and the sounds of each culture's instruments.

Most musical ethnic division divides into so-called classical music and music of the people or pop music, though these two categories are not always distinct. Art music demands a high level of training on the part of the performer and a relatively high level of sophistication on the part of the audience. Popular and folk styles of music can become equally sophisticated, but they tend to start out being easier to perform and more easily understood by a wider audience.

For example, classical music, pop music, western country music and jazz each has its own audience who appreciate it to varying degrees. The same applies to Arabic music where we have "tarab" and also other types, such as modern pop music of the youth.

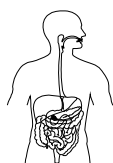
The voice is the most important element in the music of some cultures, while instrumental sounds are more important in others.

Types of Instruments:

- ▶ Percussion
- ▶ Wind
- ▶ String
- ▶ Electronic

The children found this project very interesting. In addition to the above, they learned about the musical scale as well as renowned composers such as Mozart, Beethoven, Tchaikovsky and Chopin and they listened to some of their masterpieces.

THE HUMAN BODY AND THE FIVE SENSES



The main components of the project are:

- ▶ Human body parts and their functions.
- ▶ The structure of the human body including the skeleton, muscles, skin etc.
- ▶ The five senses and their functions.
- ▶ The different stages of growth; the characteristics of each stage with respect to size, shape and looks.
- ▶ Fingerprints and how they differ from one person to another and their varying patterns.
- ▶ The main things that keep our bodies healthy, namely good food, hygiene, exercise and good sleep.
- ▶ Body safety awareness and how to avoid reckless acts and harmful accidents.

The children were told how important it is to have a healthy body and how this reflects positively on a family as a whole.

As for the Five Senses, they were mainly briefed on:

- 1- The names of the five senses.
- 2- The senses and their relevant body parts.
- 3- The importance of each of the senses.
- 4- Experiments on how the senses function with respect to taste, touch, hearing etc.

In addition to the project, the **family and its positive role in society** were also discussed. This was a good forum for children to learn about family members, next of kin etc.

FOOD AND NUTRITION

As for nutrition, it is an established fact that food is always an interesting subject matter for adults and children alike. The children enjoyed the discussion and their interaction was remarkable, simply because the project taught them how we consume the right kind of food for good health and growth.

The children also learned about:

- ▶ The importance of nutritious food in building our bodies.
- ▶ The three main meals.

- ▶ The various nutrients, namely proteins, carbohydrates, fats, vitamins and minerals.
- ▶ Names of different types of vegetables and fruits and the benefits of each to our health.
- ▶ How to avoid innutritious or so-called junk food, which is damaging to our health.

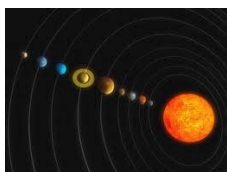
Classes that took the Nutrition Project talked extensively about Milk and Eggs and their importance to our nutrition, especially in the early stages of growth.

The following points were discussed with the children:

- 1- How important milk is for mammals, being their young's staple.
- 2- The animals that humans derive milk from and consume.
- 3- Milking methods and techniques and milk sterilisation and pasteurisation.
- 4- Dairy products.

THE SOLAR SYSTEM

The children showed great interest in the subject and felt it was a good opportunity for them to learn about the following:



- ▶ Naming and listing the planets according to their distance from the sun.
- ▶ The features of each planet in terms of size, colour, temperature, surface etc.
- ▶ The importance of the Sun in our life and the fact that it is the closest star to the Earth.
- ▶ The moon and its phases. The children also saw a documentary about the pioneering human landing on the moon by American astronaut Neil Armstrong who was the first human to set foot on the moon on July 20th, 1969.
- ▶ The difference between a planet and a star.

- ▶ The characteristics of the Earth, such as water, oxygen, gravity etc., which make life on it possible for all creatures.

THE DEEP SEA AND DOLPHINS

THE DEEP SEA

This project was so exciting for the children who enjoyed a virtual voyage to the aquamazing wonders of sea life, plants and creatures.



The highlights of the project were:

- 1- How deep sea fishes look and adapt to their environment, with their big heads and slender bodies due to the coercive force of food scarcity that prompts them to keep their mouths open.
- 2- The difference between the Dead Sea, with its high percentage of salts that makes life for fish impossible, and the Red Sea, with its wonderful marine life.
- 3- Whales, their types, habitat and reproduction.
- 4- Some fish species including sharks.
- 5- Shells.
- 6- Fungus, Plankton, Nekton, crabs, oysters and corals.

DOLPHINS

The Dolphin is a fast-swimming aquatic mammal, belonging to an order which also includes whales and porpoises. Sleek and powerful swimmers, dolphins are found in seas throughout the world; some inhabit freshwater rivers and lakes. Characteristic features of most dolphins are long snouts with rows of sharp teeth, and rounded foreheads with a nostril on top, known as the blowhole.

- 1- There are at least 40 species of dolphin. The children were told that dolphins resemble fish in

many ways, but they exhibit a number of true mammalian characteristics: they are warm-blooded, breathe air, and nurse their young on milk.

- 2- After a gestation period of 12 to 16 months, depending on the species, a single calf is born. The mother nurses her newborn underwater for about 6 months to 2 years.
- 3- Dolphins communicate with one another using a complex set of whistles, screeches and clicks. The loudness of the whistling may communicate the emotional state of the dolphin.
- 4- Because dolphins rely on sound to communicate and find food, scientists are concerned about the increase of underwater noise pollution from ship motors, oil drilling and production and undersea machinery.
- 5- Dolphins throughout the world are threatened by habitat destruction and pollution. Many cultures have hunted dolphins for food and for the oil found in small quantities in the animal's head.



TRANSPORTATION

This project introduced children to means of transportation. In the course of the discussion, transportation was defined to the children as being *the process of carrying goods or passengers from one place to another*. They were also introduced to the various means of transportation: land, sea and air. The children were also told about the different types of fuel needed for these to run efficiently. They were briefed on the history of transportation and how it developed over the years.

The children were taught about the relationship between transportation and the city, which is a major population centre, organized as a community, where commercial and cultural activities are centered in a country. They were also taught that a city has a significant size and importance when compared to a town or village.



COLOURS AND ARTS

Naturally, colours are attractive to all, so the children found this project very interesting.

- ▶ The children were introduced to the primary colours (yellow, blue and red) and secondary colours.
- ▶ The children mixed different colours to create new colour combinations.
- ▶ They learnt that white is a mixture of all the seven spectrum colours.
- ▶ They also learnt that colours can be obtained from nature.

As for arts, it aimed at developing a taste among children for world schools of art including the impressionist and expressionist schools. The children were told about **Claude Monet**, (1840–1926), the French landscape painter, who was born in Paris. Monet was a founder of impressionism. He adhered to its principles throughout his long career and is considered the most consistently representative painter of the school as well as one of the foremost painters of landscape in the history of art.

The children were also briefed on **Vincent Van Gogh**, (1853–90), post-impressionist painter, who was born in the Netherlands. Van Gogh's works are perhaps better known generally than those of any other painter.



WATER

Water is a liquid at ambient conditions, but it often co-exists on Earth with its solid state, ice, and gaseous state, water vapor or steam.

Water covers 70.9% of the Earth's surface, and is vital for all known forms of life. On Earth, it is found mostly in oceans and other large water bodies.

The project covered the following key points:

- ▶ Clean drinking water is essential to humans and other life forms.
- ▶ Water appears in nature in all three common states of matter and may take many different forms on Earth: water vapor and clouds in the sky; seawater and icebergs in the polar oceans; glaciers and rivers in the mountains; and the liquid in aquifers in the ground.
- ▶ Water also infiltrates the ground and goes into aquifers. This groundwater later flows back to the surface in springs, or more spectacularly in

hot springs and geysers. Groundwater is also extracted artificially in wells.

- This water storage is important, since clean, fresh water is essential to human and other land-based life. In many parts of the world, it is in short supply.
- Water can dissolve many different substances, giving it varying tastes and odors.
- Water plays an important role in the world economy, as it functions as a solvent for a wide variety of chemical substances and facilitates industrial cooling and transportation.
- Water effects on life and human civilization.
- Water human uses.
- Water pollution.

In addition to the above projects, the following activities were given:

- Cooking
- Drama
- Art
- Music
- Kids Dance
- Stories
- Scientific Experiments

ENVIRONMENTAL AND CULTURAL STUDIES

AMOUN

- 1- Nature Walk
- 2- Parts of the Bee
- 3- Parts of the Fish
- 4- Parts of the Horse
- 5- Parts of the Turtle
- 6- World Flat Map
- 7- Experiments with Air (Hot Air Rises)
- 8- The Greek Elements
- 9- Magnetism

- 10- Experiments with Light: (Transparent, Translucent and Opaque)
- 11- Experiments with Water (Physical Forms of Water, Water as a Solvent, Water Cycle, Floating and Sinking Objects)

AMRA

- 1- Nature Walk
- 2- Parts of the Leaf
- 3- Parts of the Flower
- 4- Leaf Cabinet
- 5- Parts of the Turtle
- 6- Land and Water Forms (Gulf and Peninsula)
- 7- Electric Current
- 8- Experiments with Water (Surface Tension)
- 9- Experiments with Air (Hot Air Rises)
- 10- Experiment (Conduction of Heat)

DANA

- 1- Nature Walk
- 2- Parts of the Flower
- 3- Parts of the Snail
- 4- Growth Stages of Wheat
- 5- Pollution – Air and Water
- 6- Magnetism
- 7- Land and Water Forms (Isthmus and Strait)
- 8- The Greek Elements (Water, Air, Earth and Fire)
- 9- Experiments with Air (Air is a mixture of gases)
- 10- Experiments with Light (Transparent, Translucent and Opaque)
- 11- Experiments with Water (Surface Tension)

JERASH

- 1- Nature Walk
- 2- Parts of the Fish
- 3- Parts of the Tree
- 4- Parts of the Frog
- 5- Parts of the Flower
- 6- The life cycle of the Frog

- 7- Planting Seeds
- 8- Land and Water Forms
- 9- Magnetism
- 10- Static Electricity
- 11- Experiments with Water (Water as a Solvent)
- 12- Experiments with Air (Air is a mixture of gases)
- 13- Experiments with Light (Reflection & Refraction)

PETRA

- 1- Nature Walk
- 2- Parts of the Bird
- 3- Parts of the Fish
- 4- Land and Water Forms (Valley, Mountain)
- 5- The Greek Elements
- 6- Static Electricity
- 7- Magnetism
- 8- Shadows (The Sundial)
- 9- Making a Rainbow (Prism)
- 10- Recycling
- 11- Experiments with Air (Air Pressure)

RUM

- 1- Nature Walk
- 2- Parts of the Horse
- 3- Parts of the Flower
- 4- Parts of the Snail
- 5- Static Electricity
- 6- Fruits and Vegetables – Terminology Cards
- 7- Experiments with Air (Air Pressure)
- 8- Experiments with Water (Surface Tension)
- 9- Timeline of Amman
- 10- Shadows (The Sundial)
- 11- Making a Rainbow (Prism)

ACTIVITIES AND FIELD TRIPS

- ▶ Mother's Day Assemblies.
- ▶ Observance of the Prophet's Birthday.
- ▶ Easter Celebration.

- ▶ Amoun and Petra classes visited the Children's Museum.
- ▶ Jerash class visited the Roman Amphitheatre.
- ▶ Dana and Petra classes visited the Civil Defense Department.
- ▶ Amra class was invited to Fun Factory.
- ▶ Rum class visited the Zoo.
- ▶ Dana, Jerash, and Amra classes enjoyed a breakfast at the school's cafeteria.
- ▶ Classical Story Week was a great success. Thanks to all parents for their cooperation.
- ▶ Dental Spa visited the KG and gave a lecture on Dental Hygiene.
- ▶ Jerash, Amoun, Dana, Rum and Amra classes went to a nature walk.
- ▶ Tele Match, was a great success. A big thank you to all sponsors \ Alissar Aldai`a, Lisan, Omnia, Creative Kids and Alola Insurance Company.
- ▶ The KG family would like to extend its deepest gratitude and appreciation to the parents who sent educational materials and information to enhance the concept of the projects which were presented to the children during the second semester.

IMPORTANT DATES

- *June 2nd, 2011, is the last day of school for KG1 and Nursery students.*
- *June 8th, 2011, is the last day of school for the KG2 students.*
- *June 9th, 2011 is Graduation Day for KG2 students.*
- *September 6th, 2011 will be the first day of the New Scholastic Year, 2011/2012.*
- *1st grade books will be available for sale as from August 14th 2011.*

***With the Compliments of the
Montessori KG***