



MONTESSORI KINDERGARTEN NEWSLETTER

Issue 2

December 2009

Dear parents and students,

With the approach of the holiday season and the mid-year school break, we would like to send our heartfelt Season's Greetings and wish you happy holidays.

Class Projects

Ammon

Behavioural Skills

The Four Seasons & the Weather

Dinosaurs

The Deep Sea and Dolphins

Jordan

Amra

Behavioural Skills

Animals and Reptiles

Jordan

The Human Body and the Five Senses

Food and Nutrition

Dana

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Professions

Transportation

The Solar System

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Jerash

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Petra

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Rum

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Food and Nutrition

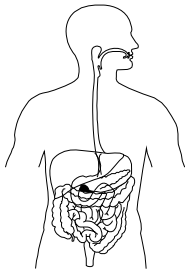
Birds

The Solar System

Behavioural Skills

This project aims at educating the children and introducing them to class rules and communication skills; hence it is the first one in each class and its main elements are:

- Self-care.
- Environment care and protection.
- Good manners, communication skills and finesse.
- Table etiquette.
- Hygienic use of the WC.
- Proper use and handling of class tools and equipment.
- Social norms and rules of decorum.



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.

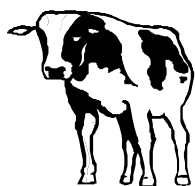


The children also learned about:

- The importance of nutritious food in building the body.
- 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 the 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.

As for eggs, we told the children how some animals' reproduction occurs through laying eggs.

The egg was defined as an oval or round reproductive body laid by the females of birds, reptiles, fishes, insects, and some other animals consisting of a developing embryo, its food store, sometimes jelly or albumen and all surrounded by an outer shell or membrane.

In addition, we also discussed:

1. The appropriate conditions for an egg to develop and how the young of birds or animals get out of it.
2. The different sizes of egg.
3. Parts of the egg.
4. In addition to the egg's value as food, the children learned that it is used in the manufacture of cosmetics, shampoo, ink, paint, etc.

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 and the Weather

The project covered the following key points:

- 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.

As for the weather, we covered, among other topics, the following points:

- 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.

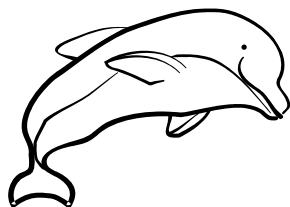
The Deep Sea and Dolphin

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.

Professions



The project focused on the following:

- The meaning and definition of the word and the various professions existing in our society.
- The relevance of professions to their environment and how village professions may differ from those in the city.
- How some professions disappeared over the years and were replaced by new ones due to the introduction of modern techniques, technology etc.
- The importance and value of work and how it makes an individual feel productive and useful to his or her community.
- The tools and instruments used in some professions.
- In addition to the above, the children talked enthusiastically about their parents' professions and what they would like to become in the future.

Animals and Reptiles

The children were given the definition of an animal as a living creature that is not a plant.

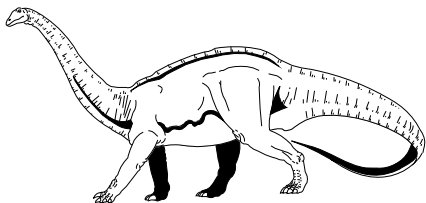
This project also included:

- The names of animals.
- Animal species (reptiles, mammals, sea animals etc).
- Animals' adaptation to their habitat and environment.
- Types of animal food.
- Names of animals' homes.
- The importance of such homes for dwelling, protection, reproduction etc.
- The benefit of animals to humans.
- The similarity between humans and some animals in terms of growth, breeding and feeding.



The children were introduced to living reptiles which are classified in four orders. The turtles, which have a protective bony shell, usually covered with horny plates. They are mostly aquatic in habits although some are adapted to land. They are the oldest living reptiles. Members of the order Crocodylia, which included alligators, and crocodiles are large carnivorous reptiles of tropical and subtropical swamps and rivers. They were also told about lizards and snakes as well as their benefits and dangers.

Dinosaurs

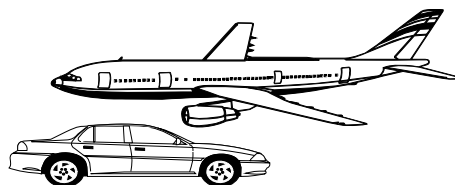


This was quite an interesting project for the children who were introduced to:

- The types of dinosaurs which existed during the Mesozoic Era.
- The carnivorous & the herbivorous types.

- Dinosaur eggs in comparison with the eggs of other animals.
- The reasons for the extinction of dinosaurs.
- The dinosaurs' timeline.

As a visual illustration backup to the project a video about dinosaurs was shown to the children



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.

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.

Colours and Arts

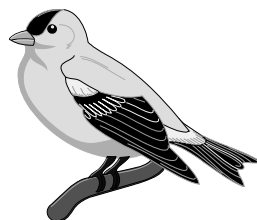
Naturally, colours are attractive to all, so the children found this project very interesting.

- 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.



Birds

An interesting project where children learned that birds are winged, warm-blooded, vertebrate animals that lay eggs. In the discussion, the following areas were addressed:

- There are around 10,000 living species, making them the most numerous tetrapod vertebrates.
- Birds range in size from the 5 cm (2 in) Bee Hummingbird to the 3 m (10 ft) Ostrich.
- Birds are characterised by feathers, a beak with no teeth, the laying of hard-shelled eggs, a high metabolic rate, a four-chambered heart and a lightweight but strong skeleton.
- Birds have unique digestive and respiratory systems that are highly adapted for flight.
- Many species undertake long distance annual migrations and many more perform shorter irregular movements.
- Birds are social; they communicate using visual signals and through calls and songs. They also participate in social behaviours including cooperative breeding and hunting, flocking and mobbing of predators.
- Birds live and breed on all seven continents. Eggs are usually laid in a nest and incubated by the parents. Most birds have an extended period of parental care after hatching.
- Many species are of economic importance, mostly as sources of food acquired through hunting or farming. Some species, particularly songbirds and parrots, are popular as pets.

The children were introduced to the different types of local birds in Jordan and migrating ones.

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

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

Environmental and Cultural Studies

Ammon

1- Land and Water Globe 2- Planting Seeds 3- Parts of the Horse 4- Parts of the Fish 5- Parts of the Tree 6- Experiments with Water (floating and sinking objects, evaporation and condensation of water, water cycle) 7- The Greek Elements: Water, Earth, Air and Fire 8- Continent Globe 9- Parts of the Flower 10- Making a Rainbow (prism) 11- Experiment (The Volcano) 12- Experiment (Hot Air Rises) 13- Experiment with Light

Amra

1- Parts of the Bird 2- The Continent Globe 3- Land and Water Globe 4- Parts of the Fish 5- Parts of the Frog 6- Lifecycle of the Frog 7- Animate and Inanimate Objects 8- Experiments with Water (floating and sinking objects, water as a solvent) 9- Parts of the Turtle 10- Magnetism 11- Static Electricity 12- Electric Current 13- Air Pressure 14- The Greek Elements: Water, Earth, Air and Fire

Dana

1- Parts of the Bird 2- Parts of the Tree 3- The Growth Stages of the Seed 4- Continent Globe 5- Experiments with Water (floating and sinking objects, the physical forms of water) 6- Land and Water Forms (island and lake) 7- Land and Water Globe 8- The Puzzle Map of the World 9- Animate and Inanimate Objects 10- Parts of the Fish 11- Electric Current 12- Static Electricity 13- Shadows – the sundial.

Jerash

1- Parts of the Tree 2- Parts of the Fish 3- Parts of the Frog 4- Lifecycle of the Frog 5- Land and Water Forms 6- Experiments with Water (floating and sinking objects, the physical forms of water) 7- Animate and Inanimate Objects 8- Magnetism 9- The Greek Elements: Water, Earth, Air and Fire 10- Making a Rainbow 11- Parts of the Horse 12- Land and Water Globe

Petra

1- Parts of the Tree 2- Planting Seeds 3- Parts of the Turtle 4- Experiments with Water (floating and sinking objects, the physical forms of water, water as a solvent) 5- Surface Tension 6- Experiment (Hot Air Rises) 7- Shadows 8- Animate and Inanimate Objects 9- Land and Water Forms (island and lake) 10- The Growth Stages of the Seed 11- Experiment with Light (Transparent, Translucent and Opaque) 12- Parts of the Horse

Rum

1- Parts of the Fish 2- Parts of the Tree 3- Parts of the Bird 4- Land and Water Globe 5- The Continent Globe 6- Land and Water Forms (island and lake) 7- Experiment with Water (sinking and floating objects) 8- Making a Rainbow (prism) 9- Shadows (The Sundial) 10- The Greek Elements: Water, Earth, Air and Fire 11- Air Pressure 12- Magnetism

ACTIVITIES

- Montessori Evening. During the function the KG Principal, Nourhan Zehni, gave a brief overview of the Montessori teaching philosophy and KG policy. After the session the parents, accompanied by teachers, toured the KG premises.
- The KG students marked the Arab Child's Day on which they enjoyed mansaf, the traditional mouth-watering Jordanian delicacy, dressed in traditional Arab dresses.
- The **Amin Hassan Award (AHA)** organised **A Gift for Every Needy Child** campaign under which the KG students and their parents were generous contributors. This was manifest in the gifts offered by the KG students through to orphans who were the special guests

at an Iftar banquet. " A big thank you to all parents and children

- Observance of Eid Al-Fitr, which included a visit by Musahher.
- A bake sale was held in support of the **Winter Jacket for Children** project. Special thanks to contributing parents.
- Dana class paid a visit to the **Royal Automobile Museum**.
- Petra class went on a field trip to the **Children's Museum**.
- The KG children enjoyed a play entitled Kanfoosheh Al-Manfoosheh produced and performed by the KG teachers.
- Observance of Eid Al-Adha.
- 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 first semester.
- Christmas and New Year celebrations are forthcoming.

IMPORTANT DATES

- ❖ *Winter Break (17 January – 1 February, 2010).*
- ❖ *1 February is the beginning of the second semester.*

*With the Compliments of the
Montessori KG*