



# MONTESSORI KINDERGARTEN NEWSLETTER

Issue 3

May 2004

Dear parents and students,

As the scholastic year, which was a productive one, draws to a close, we wish you a very happy summer vacation and we are looking forward to seeing you next year.

## Class Projects

### *Ammon*

Milk  
Nutrition  
Butterfly  
Solar System and the Moon

### *Amra*

Butterfly  
Jordan  
Professions  
The Deep Sea

### *Dana*

The Human Body and the Five Senses  
Flowers  
Dinosaurs  
Nutrition

### *Jerash*

Dinosaurs  
The Human Body and the Five Senses  
The Family  
Nutrition  
Flowers

### *Petra*

Professions  
The Solar System  
Colours  
Animals

## INSIDE THIS ISSUE

1	Class Projects	1-6
2	Environmental and Cultural Studies	6
3	Activities	6-7
4	Important Dates	7

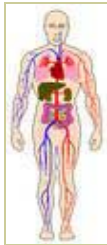
## Rum

Animals  
Jordan  
Professions  
Flowers  
Dinosaurs

## The Human Body and the Five Senses

The project touched on the following:

- Parts of the human body and their functions.
- 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 importance of having a healthy body was discussed with the children who were also told that this is essential for a sound and healthy family.

**As for the Five Senses**, the main points of discussion were:

- 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.

## My Family And I

In this project the children learned:

- The family, its composition, members and the home.
- The duties and rights of parents, brothers, sisters etc.
- The names of next of kin.



- The importance of the family and its role as the nucleus of society.
- The difference between the family in old and present times.

## Nutrition

Talking about food is always mouth-watering for adults and children alike. The children demonstrated remarkable interaction simply because the project taught them how we consume the right kind of food for good health and growth.



They 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 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.

As a supplement to this project Ammon Class hosted an alfresco dairy products breakfast.

**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, and sometimes jelly or albumen, all surrounded by an outer shell or membrane.

In addition, we also discussed:

1-The appropriate conditions for an egg to grow and how the young of birds or animals break its shell to see the light.

2-The different sizes of eggs.

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

This is a significant project since it helped the children understand their nation and the meaning

of nationhood. It also introduced them to new concepts and terminology including borders, geographical location, capital city, map, tradition and history, etc.



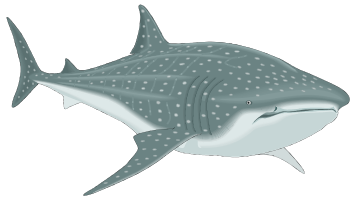
The following points were at the centre of the discussion:

- Jordan's main cities.
- The Kingdom's non-volatile weather.
- Historical and religious sites and their importance for the tourism industry in Jordan.
- 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 illustration of the project was a video film about Jordan's history and way of life that encompassed all the above elements.

## 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.



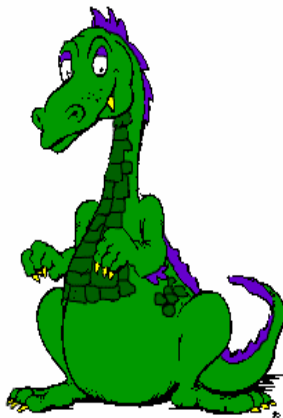
The highlights of the project were:

- 1- How deep sea fish 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.

## 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.

## The Solar System

The children found the topic quite interesting 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 facts about the phenomenon of day and night and the four seasons.
- ❑ 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 moon, its features, phases and the relationship between the moon and the Earth.
- ❑ Man's voyages to the moon.

## 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.

### The Butterfly

A wide range of points were touched on in this interesting project. They were:

1. The butterfly is an insect.
2. The definition of an insect, which is a small creature with six legs and a body divided into three parts. It was also brought to the attention of the children that usually an insect has wings.
3. The insect population in the world far exceeds that of all other creatures combined.

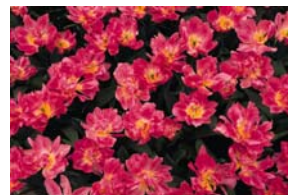


4. Butterflies, their reproduction, species, food, main enemies and how they defend themselves when attacked and their ability to adapt to their environment.
5. The life cycle of the butterfly.
6. The difference between a butterfly and a moth: moths can be distinguished from butterflies by the form of their antennae, which vary in shape and are often feathery but never end in knobs as butterflies' antennae do. The children were told that moths generally have stouter bodies and proportionately smaller wings than butterflies, are mostly duller in colour, and

most species fly at night rather than during the day.

### Flowers

The project was both interesting and colourful in that the children learned that a flower is the coloured part of a plant from which the seed or fruit develops. Some of the facts that they learned were that flowers usually grow at the end of a stem and last only a short time.



In addition, the children learned the following:

- Flowers have different colours and shapes.
- Some flowers have lovely fragrance, others don't.
- The seasons in which types of flowers are planted.
- Flowers are grown from bulbs, cuttings or seeds.
- The importance of flowers in the perfume, detergent and other industries as well as for decoration.

### Colours

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.

## Animals



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.
- Names of animals and their young.
- 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.

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

- Cooking
- Drama
- Art
- Music
- Physical Education
- Stories
- Scientific experiments

## Environmental and Cultural Studies

### Ammon

1- Land and Water Forms 2- Animate and Inanimate Objects 3- Parts of the Cow 4- Parts of the Snail 5- Parts of the Frog 6- Water Cycle 7- Magnetism 8- Air Pressure 9- Experiment with Heat 10- The Sundial 11- Physical Forms of Water 12- A Child's Timeline.

### Amra

1- Static Electricity 2- Parts of the Insect 3- Animate and Inanimate Objects 4- The World Map 5- Land and Water Forms (mountain, valley, lake, river) 6- Electric Current 7- Parts of the Snail 8- Parts of the Fish 9- Water Cycle 10- Shade Experiment.

### Dana

1- Surface Tension 2- Magnetism 3- Timeline of the Butterfly 4- Parts of the Bird 5- Experiments with Heat 6- Parts of the Frog 7- Parts of the Horse 8- The Greek Elements (water, earth, air, fire) 9- Animate and Inanimate Objects 10- Timeline of Maria Montessori 11- Sound Experiment.

### Jerash

1- Land and Water Forms (gulf, peninsula, bay, shore) 2- Magnetism 3- Puzzle Maps of the Continents 4- Parts of the Fish 5- The Greek Elements (water, earth, air, fire) 6- Water Cycle 7- Parts of the Flower 8- Parts of the Horse 9- Parts of the Snail 10- Static Electricity 11- Pollution.

### Petra

1- Parts of the Turtle 2- Parts of the Rabbit 3- Parts of the Frog 4- Parts of the Flower 5- Animate and Inanimate Objects 6- Land and Water Forms 7- Static Electricity.

### Rum

1- Parts of the Frog 2- Parts of the Snail 3- Land and Water Forms 4- Parts of the Fish 5- Parts of the Flower 6- Animate and Inanimate Objects 7- Water Cycle 8- Magnetism 9- Experiments with Heat 10- Making a Rainbow (prism).

## ACTIVITIES

- Easter Celebration.
- Observance of the Hegira New Year.
- Mother's Day Assembly.
- KG Telematch.
- Drawing and Printing Exhibition. The theme of the exhibition was "Jordan". The activity included printing of three objects, namely a thoub (traditional dress), Jordan map, the national flag.
- The children attended a theatrical performance of "Sammora, Ammora and Farfoura".
- Renowned child literature writer Taghreed Najjar visited the KG and read two of her new stories for the children.
- Ammon and Rum Classes visited the Royal Car Exhibition.
- Jerash, Amra and Dana Classes visited Shtoura Bakery.
- Dana Class made a field trip to Kan Zaman Restaurant.
- KG classes held separate outdoor breakfast parties.
- A number of KG teachers participated in the 13th Educational Forum for Private Schools during which three teachers (Hanan Batniji, Tamara Shawqi and Sahab Freijjat), presented a project on Jordan.
- KG2 students made a sports show at the closing ceremony of the Sixth Montessori PE Tournament.
- Mrs. Nourhan Zehnie and Mrs. Tamara Shawqi went to the Ruweished and no-man`s-Land camps, where they distributed donations to the children. They also trained volunteers and established a kg at the No-Man`s-Land camp. We take this opportunity to thank all parents and MMS staff for their contributions and the

kg staff for their efforts in making this happen.

## IMPORTANT DATES

**\*\* June 3<sup>rd</sup> is the last school day for the KG1 and Nursery students.**

**\*\* KG2 Graduation on June 10<sup>th</sup>, which will be the last school day for that grade.**

**\*\* September 1<sup>st</sup> will be the first day of the new scholastic year 2004/2005.**

**With the Compliments  
of the  
Montessori KG**