

Calendar

Fri., Dec. 19

Kindergarten Play, 2:00pm

Mon., Dec. 22

Winter Vacation Begins

Mon.-Wed., Dec. 22-24

Session I Vacation Camp

Mon.-Wed., Dec. 29-31

Session II Vacation Camp

Mon., Jan. 5, 2015

School Resumes

Winter Enrichment Registration Due

Tue., Jan. 6

MPA Meeting, 8:45am

Tues., Jan. 13

Transition Night, 6:30pm

Fri., Jan. 16

School Closed—Professional Day

Mon., Jan. 19

School Closed—Martin Luther King, Jr. Day

Thurs., Jan. 22

Admissions Open House, 9:30am

Friday, Jan. 23

Snow Ball Dance

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Newsletter Submissions
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Headlines—Kevin Clark, Head of School



On December 8th, we had our Science Fair Assembly, which is a wonderful annual tradition at Bay Farm. Every child who participates in the Science Fair also gets a Science Fair t-shirt. That evening, when I got home, my six-year-old daughter got my attention. Holding her t-shirt out so that she could read it, she said, “Do you want to know what I am? I am peaceful... joyful... creative... spirited...” And, she went on and on, reading the words from the front of the t-shirt.

You might have seen the Science Fair t-shirt or the new car magnets/bumper stickers, and you may have wondered, “What is that?” It’s a “word cloud”, and its goal is to give a visual representation of a Bay Farm student’s characteristics.

(continued on page 2)

Willy Wonka Was Wonderful!



See more photos on pages 6–7.

Three Bay Farm Middle School Students Win Patriot’s Pen Award

Three Bay Farm middle school students have been named finalists of The Veterans of Foreign Wars (VFW)’s Pa-

(continued on page 3)



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Bay Farm's Annual Book Fair Breaks Recent-Year Revenue Records

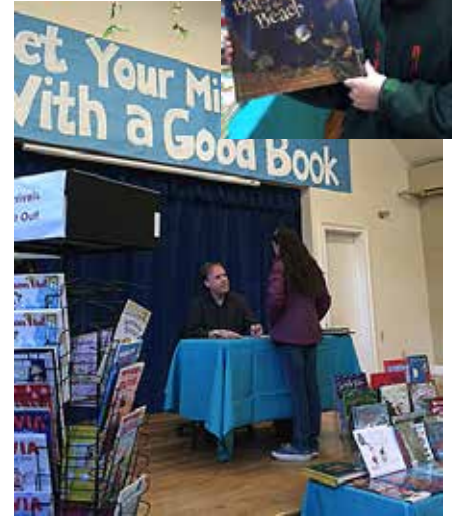
Bay Farm's Book Fair was a smashing success! Many thanks go out to all of you for supporting this worthwhile endeavor. A special thank you to Lisa Fitzgibbons (pictured at right) for chairing this event and to all the Book Fair volunteers:

Amy Bennett	Kim Murphy
Teri Christiano	Amy Sack
Gretchen Cramb	Brian Sack
Lisa Fitzgibbons	Allison Scrabeck
Lydia Gallagher	Shirley Straface
Kimberly Granat	Laura Wagner
Brittanie Greco	Glowyn Waterhouse
Sandy Kozlowsky	Kim Wiemeyer
Kyra Mercer	Sylvia Zurlo

See Liz Titus' article on page 20 for more details!



Author and illustrator, Brian Lies, visited Bay Farm during the Book Fair.



Headlines (cont. from page 1)

Upon close inspection, you will see the following descriptors:

Independent	Aware of the World
Confident	Able to Synthesize
Compassionate	Joyful
Respectful	Citizen of the World
Intrinsically Motivated	Peaceful
Well-Rounded	Spirited
Creative	Free-Thinker
Open Minded	Academically Strong

And, you might wonder how we arrived at these words... Well, here's how we got there...

The process started in a faculty meeting last March. In that meeting, teachers

wrote down all of the qualities that they thought were important for a Bay Farm student to assimilate during their time here. They listed as many of the important ones as they could think of. All



of those descriptors were gathered and collated. Synonyms were combined, and

outliers were eliminated. During the May faculty meeting, teachers received the pared-down list and were asked to rate, in order, the qualities that they believed to be the top three to five most important.

This process was duplicated during a meeting of the Board of Trustees. The words that you see in the table to the left, on the Science Fair t-shirts, and on the car magnets/bumper stickers are the ones that came up again and again as the most seminal. Hopefully, they reflect your own thinking about the important characteristics that you hope your child will internalize during his/her time at Bay Farm. 🌱

Timeline for the Re-enrollment Process at Bay Farm

January 2015

For families who have children transitioning to another program level at Bay Farm, we invite you, if you have not already done so, to observe in the classrooms at the next level. This is a wonderful opportunity to meet the teachers, tour the classrooms, ask questions, and learn about the curriculum at your child's next program level. Please contact Kyra at kyram@bfarm.org to schedule your observation.

January 9, 2015

Financial-aid applications due for new and returning students.

January 13, 2015

Transition Night for Toddler House students to Children's House, Children's House to Kindergarten

6:30-7:15 Transition Night for Toddler House students moving up to Children's House.

Location: Osprey Classroom.

7:30-8:15 Transition Night for Children's House students moving to Kindergarten.

Location: Osprey Classroom.

January 22, 2015

An Admissions Open House will be held at 9:30am at Bay Farm. If you or someone you know would like to attend, we encourage you to spread the word and join us. Interested families will have the

opportunity to tour the classrooms, learn about our curriculum, and discover what it means to give their child a Montessori education.

January 30, 2015

Contracts for re-enrolling students will be mailed.

Application deadline for new students.

February 27, 2015

Re-enrollment contracts and deposits are due back to the office for returning students.

March 10, 2015

Admissions decisions mailed to new students. 🌱

Transition Night for Students Entering Children's House and Kindergarten is Tuesday, January 13th

Parents of toddlers moving to the Children's House and Children's House students moving into Kindergarten are invited to Transition Night on Tuesday,

January 13th. This evening is designed for the families of children who are about to move to one of the "next levels" at our school. Parents will learn about the next level's curriculum, logistics, teachers, and pedagogy. These evenings are very important to the life of the school...that our parents at every level understand how the next level will build upon their children's learning.

The schedule for Tuesday, January 13th is from 6:30-7:15 pm for toddlers moving to Children's House, and from 7:30-8:15 pm for Children's House students moving to Kindergarten. Childcare for children three years and older will be provided. You must RSVP to Sandy Kozlowsky (sandyk@bfarm.org) if childcare is needed. 🌱

Patriot Pen Awards (cont. from pg. 1)

triot's Pen Award. Eighth-grade student, Emily McKale, won first place; eighth-grade student, Liam Walsh, won second place; and seventh-grade student, Majeed Bugazia, won third place. Each wrote an essay expressing their views on democracy. All three essays will be sent to the state competition, and one winner from Massachusetts will be sent to the national competition.

The goal of the Patriot's Pen Award is to encourage students to reflect on Amer-

ican history and their own perspective and experiences. The students each wrote a 300- to 400-word essay, expressing their views on a patriotic theme chosen by the VFW Commander-in-Chief. This year's essay theme was *Why I Appreciate America's Veterans*. The students attended a special awards presentation on December 16th at the Veterans of Foreign Wars I Marshfield, MA.

Each year more than 100,000 students in grades 6-8 enter the VFW's Patriot's Pen youth essay contest. The first-

place winner from each state competes to win one of 46 national awards totaling \$46,000. The national first-place winner wins \$5,000 and an all-expense-paid trip to Washington, D.C. in March. 🌱



Special Persons' Day

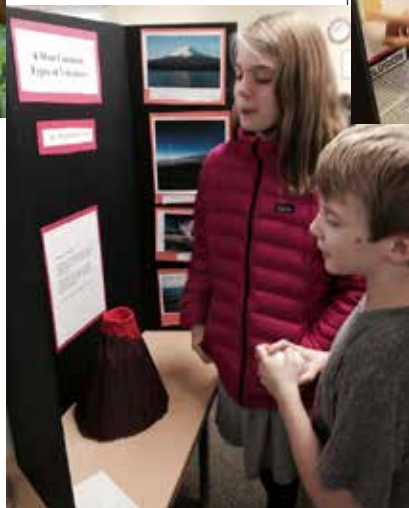
Many "special people" visited Bay Farm on Friday, November 21st. It truly was a special day. 🌿



Science Fair

More than 100 Bay Farm students participated in Bay Farm's annual Science Fair that took place the first week of December. This annual event encourages academic achievement and curiosity in science, technology, engineering, and math.

Bay Farm's Science Fair is an outstanding showcase of the fine work and learning of students in kindergarten through grade 8. Some students built projects, conducted unique experiments, and shared their results, while others highlighted hours of intense research on the subject of their choice. 🏆



Bay Farm Students Presented *Willy Wonka*

Bay Farm students gave three outstanding performances of *Willy Wonka* from December 12-14. The students did a superb job acting, singing, and dancing. This musical is one of many enrichment classes Bay Farm offers. If you are interested in having your child participate in the spring play, *Seussical*, you can sign up online at www.bfarm.org.

Bay Farm's production of *Willy Wonka* inspired the sale of Wonka Chocolate Bars leading up to and during the play performances. Two-hundred chocolate bars were sold with five lucky students each winning a Golden Ticket tucked in the Wonka Bar they purchased.

The first Golden Ticket winner was Ava Zecca who won gift certificates to Rock Paper Scissors, Colony Place, and iTunes, along with a scratch ticket and candy. The second Golden Ticket winners were Liliana and Cecelia Perry (*pictured*) who won gift certificates to Rock Paper Scissors, Colony Place, and iTunes, along with a scratch ticket and candy. The third Golden Ticket winner was Siena Irrera who won gift certificates to Rock Paper Scissors, Colony Place, and iTunes, along with a scratch ticket and candy. The fourth Golden Ticket winner was Kevin Michael who won tickets to Disney on Ice.

A huge thank you to the Sack family for bringing this fun quest to life and for donating many prizes and the chocolate bars. Special thanks to the Barry family for donating the Disney on Ice tickets, and special thanks to the Plotkin/Lange family for donating the iTunes cards. 🍫





SAVE THE DATE...

...for the coooolest event of the year –

The Snow Ball Dance!

January 23, 2015

This event is for all ages – details to follow.

Interested in volunteering? Email Kim Murphy: murphkim@gmail.com.



Spotlight Speaker Take-Aways from Dr. Catherine Steiner-Adair

In October, Bay Farm was pleased to partner with The Parent Connection to bring best-selling author and clinical psychologist, Dr. Catherine Steiner-Adair, to Duxbury. Dr. Steiner-Adair presented a timely and important message to parents on balancing technology and family life. Below are the top ten takeaways from her talk, *The Big Disconnect: Protecting Childhood & Family Relationships in the Digital Age*.

1. Families play a critical role in teaching children about values, human connection, and love -- the exact opposite of what technology provides. Hyper-connectivity from texting, Instagram, and Snapchat does not fulfill our human need for interaction or creating healthy, significant relationships, which is necessary for appropriate social/emotional development. It is a parent's job to ensure that children spend time building real, face-to-face connections with family and friends.
2. Teens' preference for texting over talking is creating a generation of youth who are uncomfortable with basic phone and face-to-face conversation, and unaware of "tone of voice". Many struggle with college and job interviews, which has led decision makers to place greater emphasis on candidates with good communication skills. Recent research shows that social and emotional skills are becoming the most important factors for success in school, sports, work, and life.
3. When parents incessantly "check" their emails and smart phones (which often turns into 20 minutes vs. "just a minute"), research shows kids of all ages feel sad, lonely, frustrated, and unimportant. Children learn what they live. If you want your child to lead a balanced, healthy life with technology, you need to model a balanced life using technology as a tool, not an obsession.
4. Research shows that screen time for infants through age five must be limited. While technology appears to quiet down younger children, the continuous action on screens stimulates and distracts a child's brain. This is the opposite of what infants and toddlers need at difficult times – the calming support of a parent while learning to self-soothe. There is also no substitute for reading aloud during these critical years, as children are naturally comforted by their parents' voices and sitting on their laps.
5. Setting limits on adult screen time will reduce your children's screen time too. Set your alarm (preferably not a phone) 30 minutes early to get texting and emailing done before kids wake up, so transition time to school/work is less stressful. Walk into the house from work with your phone OFF and be 100% present. Be off the phone when you pick up kids from school or the bus, so your kids can connect with you and talk about their day, rather than listen to half of your conversation.
6. Research concludes that children and teens often classify their parents as scary, crazy, or clueless in their reactions and responses to situations. When parents behave in approachable, calm, and informed ways, kids feel comfortable seeking their help and advice. Over-reaction and anxiety from adults can lead children and teens to seek out friends and social media for resolving conflicts and problems (sometimes anonymously) vs. family.
7. Playing outside in nature, getting exercise, and using imagination through deep play is critical for healthy child development. Kids of all ages need time to be alone and play with friends in an unstructured setting to understand who they are as individuals and in a group. This is also important during transition times, to and from school. To raise children with a healthy balance of screen time, parents need to set aside time in the day for this to happen.
8. Limits must be set on children's screen time. Establish ground rules for screens before they are given to a child. Contracts are a good way to initiate dialogue with your child and agree on what is acceptable and what is not. Consistent parental supervision and follow through is needed. No screens should be on going to or from school, because kids need to work through their transition and anticipatory anxiety. Keep screen time in public spaces at home vs. in a bedroom. This is hard work for parents but necessary to raise kids who are balanced when it comes to technology.
9. Privacy is important but it is also critical to know what a child under the age of 18 is doing online. Reinforce ground rules you established with your children around technology—this should include random checks by parents. Daily checking is not usually necessary, unless you know there is a problem. If inappropriate action or words are used, provide a natural consequence and talk out better ways to address the issue. Protect your relationship with your child first. Remind your kids that texting is never private, even though it feels like it.
10. Use technology to control technology. Technology is here to stay, and we need to learn how to manage it. Our children are digital natives and are usually one step ahead of us. Many good apps exist that set automatic limits on screen usage – for adults and children. Some of these include Freedom and ScreenTime (sets limits on screen time), SafetyMode (blocks mature content on YouTube), and Hulu. 🙌

Little children, from the moment they are weaned, are making their way toward independence.

—Maria Montessori

Winter Enrichment Program is Open for Registration

Bay Farm's Winter Enrichment Program is open for registration. There are many offerings, including Lego Club, Programming, Karate, Drama Club, Cooking, Ballet, Thimble Theater, the Spring Play, and a variety of sports and fitness classes. You can register online at www.bfarm.org or by completing the form in the back of the Enrichment Brochure, which was sent home with your child last week. Additional copies of the brochure are available in the Office. 🌱

On Homework and Montessori

—Liz Titus, Director of Education

On October 30th, Bay Farm held a parent education event, "Helping out Without Freaking Out: Homework Help for Parents". I was joined by two of my colleagues, Christine DeAngelis and Susan Moran, where we shared ways to help your child manage homework and projects without arguments. Coincidentally, the current issue of *Montessori Life* addresses the homework issue. This topic is one that never fails to stimulate healthy discussions and debate in Montessori circles. We are continually on the watch for new research, as the current research on the effectiveness of homework is inconsistent and inconclusive. As educators, we need to be asking ourselves many questions: What are the goals and purposes of homework? Do these goals match up to our school goals and mission? Does homework benefit children? What kind of homework is most helpful? How much homework is too much? Are we contributing to the overscheduling of the children in our care?

- Quality homework has been shown to have a positive effect on chil-

dren's academic achievement. There is about a 15% gain in standardized test scores when quality homework is assigned. There are other ancillary benefits of homework, which have more to do with work habits and habits of the mind. These include overcoming obstacles and frustrations, project-management skills, time-management skills, problem-solving skills, organizational skills, instilling a sense of competence, and increasing independence. On a practical level, homework provides feedback to teachers and provides a link between home and school.

At Bay Farm, we believe that homework should be a reinforcement of previously learned skills and concepts, relevant to our goals, and should be managed and completed by the child. Homework should be purposeful. Homework expectations should take into account individual differences in children and developmental readiness. It is the teachers' roles to assign appropriate and effective homework, evaluate effectiveness, consider and evaluate new technology, evaluate the level of difficulty, be open to communication with students and parents, provide relevant and timely feedback to students, and adequately explain assignments.

Parents can support their child/ren by actively encourage independent work habits, being a good role model and positive example, and respecting the child's decisions and vision, within limits. Parents can also be encouraging by giving choices in how, when, and where to do homework and projects, acknowledge efforts rather than reward, and encourage rather than praise.


Despite our best efforts, as teachers and parents, there will likely be times when a child becomes frustrated and upset about homework. These problems are usually a result of miscommunication or misunderstanding. Teachers are a

wonderful resource. If you or your child/ren are experiencing chronic problems with homework, direct communication with the head teacher will help facilitate solutions. 🌱

SAVE the DATE!

Bay Farm's
Annual Auction
the evening of
Friday, March 13, 2015

Alden Park Restaurant
160 Colony Place ☞ Plymouth



A popular Auction item each year is for a student to be Head of School for a day. Above, the Plotkins had that honor in 2014.

Show School Spirit with Lands' End Apparel

Bay Farm has partnered with Lands' End so that families can order customized Bay Farm apparel. Purchases can be made online, by phone, or in-store.

We have set up a page on Bay Farm's website that provides ordering details and a button to click that will take you directly to the online store. Simply order using the school's preferred provider code: **900040965**. Visit www.bfarm.org for more information. 🌱

LANDS' END

SHOP



BAY FARM Montessori Academy

Join Us for an Open House on Thursday, January 22, 2015 @ 9:30–11:00am



Toddlers



Pre-school & Kindergarten



Elementary & Middle School

Educating Toddlers through Grade 8

145 Loring Street • Duxbury, MA 02332 • 781.934.7101 • admissions@bfarm.org • www.bfarm.org

Before Year's End ... Make Your Gift to Bay Farm

We hope that Bay Farm has an important place on the list of schools and organizations that you support on a yearly basis.

Your annual contribution to Bay Farm contributes significantly to the exceptional education programming of our school. We hope that you will make a gift that is as generous as your financial circumstances allow. Please also remember that many employers sponsor matching gift programs and will match any charitable contributions made by their employees. To find out if your company has a matching gift policy, please contact your employer's human resources department.

Take full advantage of your 2014 tax benefits by making your donation by December 31, 2014. You can make a donation easily and securely via our online form at www.bfarm.org under the "Giving" menu, or you can send in your contribution via check, payable to BFMA. Best wishes for a wonderful 2015. ❄️



*** SCHOOL CLOSINGS ***

In the event of an emergency or severe weather preventing Bay Farm from opening or requiring an early dismissal, you will receive an email notifying you. In addition, there are four ways to get information regarding Bay Farm Montessori Academy's opening or closing plans.

- 1) Internet: www.bfarm.org or www.whdh.com/weather/school-closings-delays or www.myfoxboston.com or www.wcvb.com/weather/closings
- 2) TV: FOX 25 (Ch6), WHDH (Ch7), or CW (Ch56)
- 3) Radio (AM): WPLM (1390AM) in Plymouth
- 4) Phone: Emergency No. 1-781-897-5715 (a recording will play)

When power lines are down, it can be difficult for the school to get the word out and for families to access the information.

If the weather is bad and the School is open, families are encouraged to use their own best judgment and to travel only at their own discretion.



CLASSROOM NEWS

Middle School—Camden and Brett (Eighth-grade students)

In early December, we visited Boston to see a fantastic Lego® exhibit called The Art of the Brick.



Artist Nathan Sawaya used over one million Lego pieces to create this show. It was



amazing to see what he created with a basic Lego brick! After seeing the exhibit, we were able to walk around Faneuil Hall and see the holiday lights.



In English Language Arts (ELA), the seventh-year students just finished reading The House of the Scorpion by Nancy Farmer and have picked a section to rewrite in play format. They will then perform it for the eighth-graders as a Readers' Theater. The seventh graders are also working on List 5 of the Greek and Latin roots, which they will complete by the holiday break. They will know 125 roots! They are now studying Go Back IV, the last of the four levels of traditional grammar.

The eighth graders are continuing to study Shakespeare, using non-fiction books to add to our knowledge base. We will begin studying poetry after the holiday break. We are reading The Outsiders and discussing how discrimination can take on myriad faces. We have learned an impressive 375 Greek and Latin roots and continue to apply this knowledge across the curriculum.

In math, the seventh-grade students are learning how to solve and write algebraic equations. They are using their knowledge of integers and deductive reasoning to solve riddles in interactive math. The eighth-grade students are writing, solving, and graphing linear functions. We are working on translating and reflecting shapes on the coordinate plane. We are also studying probability in interactive math.

We just wrapped up our participation in the Annual Science Fair. We are



now in the thick of studying light and color in the form of waves (translucent, transparent, and opaque materials) as part of our science curriculum. We are also “looking” at the anatomy of eyes and learning how we perceive color. We are looking forward to starting our STEM (Science, Technology, Engineering, Math) project on prosthetic devices after the holiday break. We will be building prosthetic hands!

Currently, the focus of our history studies is post-Revolutionary War and the Treaty of Paris, which was the treaty negotiated between the United States and Great Britain to end the War and recognize American independence. We have examined the Articles of Confederation and understand that they did not give enough power to the national government. Now, the delegates are trying to find a balance of power between federal and state government to protect Americans from too much or too little central power. We are continuing to grapple with the delegates' dilemma.

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Middle School *(cont. from pg. 1)*

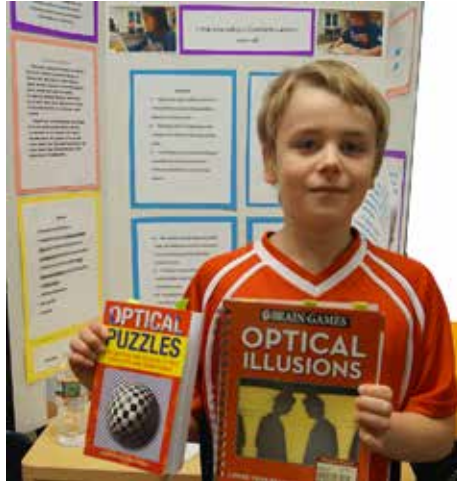
Our book business, which is the essence of our micro-economy class, continues to do well. We are recycling used books that are in great condition and selling them on Amazon.com. You can purchase our books at <http://tinyurl.com/bfarmbooks>. Proceeds from this business support our class trip next spring.

Elementary II (Walden Room)—Christine DeAngelis and Meghan Stempel

The Walden Room enjoyed a successful Science Fair this month. The focus of the students' projects was to show an understanding of variables and evaluating experiments for effectiveness. The projects were predominately focused



upon how our brains work, from reading to memorizing. Everyone worked incredibly hard, and it showed in their work.



In Writers' Workshop, we are studying the art of Haiku poetry. Everyone designed a beautiful background for their Haiku using watercolors, colored pencils, and markers. The poetry is hanging above the cubbies in ELII, and everyone is taking time to enjoy each other's work. In math, the students have been busy with a wide variety of materials. The fourth-year students are working with fraction pieces. The fifth years are working with the decimal board. The sixth years are finishing their work with the cubing materials. It is amazing to think that lessons and materials designed a century ago are still guiding children today.

The cultural curriculum has left Asia and moved across the ocean to North America. We are learning the geography and topography of North America. We are also learning about the first people of North America. The students are working in groups to create a children's book about how the native people of the Northeast, Great Basin, Great Plains, Northwest, and Southwest regions met their fundamental needs.



Elementary I (Mattakeesett, Patuxet)—Katie Byrne, Kristen Boonisar, Susan Moran, Mark Benoit

We are nearing completion of our science unit on plants. Our Elementary I students studied how seeds and leaves travel. After reading *The Tiny Seed* by Eric Carle, the students wrote their own creative seed journal. In addition to that enjoyable lesson, they each examined a tree cookie. A tree cookie is a slice of a tree that exposes the layers of the tree and annual or growth rings. Each slice showed the bark, cambium, xylem, phloem, and pith or heart wood. Our students were also inspired by a favorite book, *Miss Rumphius*, written and illustrated by Barbara Cooney. They listed the things we all can do to make life more beautiful. Their astute suggestions included plant seeds, stop cutting down



trees, do not litter or pollute, and be more aware of our fragile planet earth.

Parent and expert farmer, Jon Belber, made a quick visit to plant garlic with all of the students. We know that garlic is for cooking, eating, and according to one third-grader, it is also useful for scaring away vampires.



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Elementary I (continued from previous page)

Recent books that have been read aloud in the classrooms include The Miraculous Journey of Edward Tulane by Kate DiCamillo and George Selden's The Cricket in Times Square. The students are engrossed in listening to these stories while also having the opportunity to relax and finger crochet while listening.

The children learned about UNICEF before Halloween. This lesson was received with much caring and compassion. We were candid about what each of us actually wants and what we really need. The trick-or-treaters were enthusiastic about collecting money for UNICEF after realizing how little some children have and what just a few dollars can do to improve their lives.



We would like to remind parents to send children to school with appropriate outerwear for cold and stormy weather. When we return to school in January, all children will be required to have a pair of snow pants, warm jacket, hat, gloves, and boots every day. We are in numerous

locations on campus during the week. Please label all clothing articles in the event of a dropped or left-behind item.

Children's House

Kindergarten—Lori Churchill and Chrissy Brodeur

During November, the children learned about the Pilgrims and native people. Our field trip to the Mayflower II, the Grist Mill, and Plimoth Plantation added a nice touch to our curriculum. We enjoyed a gray and



chilly fall day on this outdoor adventure. Thanks to Jonathan Mogul, Liam Lowney, Matt McDonough, and George Branigan for spending their day with us as chaperones. We began the day at

the Mayflower II then ended our trip at The English Village of Plimoth Plantation to capture a true understanding of the cultures of the Pilgrims and native people. We learned about native people and nations represented throughout the United States with facts, crafts, and stories.

Just before our Thanksgiving break, we enjoyed a New England brunch in our classroom. The children worked together in small groups to measure, mix, and prepare ingredients. Our menu included pumpkin waffles with maple syrup; cranberry, strawberry, and blueberry smoothies; corn bread; and applesauce. The children practiced grace and courtesy, table setting, flower arranging, and proper table manners, and enjoyed eating their brunch together. Thanks to our helpers: Jen Lick, Kim Wiemeyer, Liz Hiles, Shirley Straface, and Claudette Straface.



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Kindergarten (continued)

The month of December brought us the Science Fair. Our kindergarteners completed wonderful projects, which were displayed in the Great Room for family, staff, and students to view. De-



cember also brings us to our “travels” around the world. Kindergarteners have been learning

about the cultures, flags, people, and climates of various countries around the world. Thanks to our parent volunteers for sharing



their special knowledge and experiences, including Kevin Clark on Namibia (*see photo below*), Toni Clark on Germany, Pooja Deveau on India, Erin Gutierrez on Russia, and Shirley Straface on Australia. We also learned about the United States, Guatemala, and Scandinavian countries.

Our third field trip was to the Harvard Museum of Natural History and The

Peabody Museum of Archaeology and Ethnology in Cambridge. The children had the opportunity to become anthropologists and explore clothing and accessories from around the world that reflect particular climates and customs. Thanks to chaperones, Jen Lick, Lisa Faber Gingen, Tanya Brylinsky, and Teri Christiano, for exploring with us. Our intentions are to introduce a variety of traditions, legends, and customs during this holiday season so the children learn about our wonderfully diverse world full of various religions, beliefs, and traditions. Our studies will end with the much-awaited kinder-

garden play before we begin our winter break. January will begin our study of the human body, safety, and health and nutrition.



Children’s House Classrooms—*Lydia Gallagher, Glowyn Waterhouse, Julie Hurley, Kathy Caswell, Chrissy Brodeur, Alicia Ulvila, Lori Churchill, and Shannon Kandola*

Winter is approaching. Please send your child to school each day with hats, mittens, and warm jackets (labeled please). Also, once there is snow on the ground, the children must bring in snow pants and winter boots. We go outside every day that we can, and winter gear not only keeps the children dry, but warm as well. Because each of our classrooms has at least 17 children that need assistance with getting dressed for outdoor

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Children's House *(continued)*

play, help us by helping your child be independent. Mittens are easier for children to put on, and teaching them the order in which to get dressed is helpful. Since some children attend different classroom in the afternoon and a second recess



in Children's House, it is logistically impossible to leave snow pants in their cubbies. Snow pants will be sent home every afternoon and will need to be sent back to

school the following morning.

In November, our geography studies continued on North America, focusing on the United States of America. The children have learned about the story of the Pilgrims, the Native Americans, and the celebration of Thanksgiving. In science, we studied birds and migration. We identified all types of feathered friends, from the backyard cardinal to the exotic quetzal. Children also labeled parts of the bird and turkey.

In December, our cultural studies turn to the various upcoming holidays. The students have been learning about three holidays that occur: Kwanzaa, Hanukkah, and Christmas. They are also studying South America as part of our world studies curriculum in geography.



The rainforest creatures always bring much interest and excitement to the classrooms. Looking ahead to January, they will be studying the Arctic region of the globe. We will discuss various weather patterns and talk about all things related to the winter season.

It was delightful to meet with so many families for conferences. We appreciate your time and the opportunity to sit with you to share your child's classroom experience. If you were unable to make a conference and would like to chat, please call or email your child's teacher. We look forward to seeing many of you for Transition Night on January 13th. The informational session for toddlers entering Children's House is at 6:30pm. The informational session for Children's House students entering kindergarten will be at 7:30pm.

Thank you to all of our volunteers! Specifically, the Heron Room would like to thank Stephanie Gagnon, Mary Hildebrandt, Pooja Deveau, Suzanne



McDonough, Amy Bennett, Jacky and Jesse Worobel, and Melinda Sauro. The Osprey Room would like to thank Teri Christiano, Sarah Markella, Abby Varisco, Loryn Irwin, Talia Mara, and Melissa, McKim. The Kingfisher Room would like to thank Elise Chandler, Lisa Faber, Brittanie Greco, Katie Kane, Katrin Kusek and Sylvia Zurlo. The Sandpiper Room would like to thank Katie Kane, Susan Goding, Mark and Jenna O'Donnell, Michelle Overholt, Kristin Zecca, Claudette and Shirley Straface, Amanda Hulien, Amanda Rebelo, Gretchen Cramb, Kerri Spillane, Jennifer Souza-Madura, and Joann Kunz.





Children's House students enjoying Gingerbread Week at Bay Farm.



Toddler House

—Michele McKale, Jaime Shortall, and Nancy Kennedy

Late fall is such a wonderful time of year in the Toddler House. The children are well adjusted and happy to be in school by this time. They are busy exploring the classroom, practicing their new found independence, and fostering friendships.

In the classrooms, the children have been exploring with paint, glue, and play dough. We are sure you have found turkeys, turkey handprints, and brightly colored leaves in your children's backpacks.

We have been practicing pouring with dry materials, like pasta and beans, scooping, and tonging various materials. The children have also been matching different colored leaves, brightly colored pompoms, and jingle bells.

At circle time, the toddlers learned some fall songs, such as *The Acorn Song*, *The Turkey Song*, and *The Squirrel Song*. We have now moved on to winter-themed songs, like *Jingle Bells*. You may have heard different versions of these songs at home from your child. We have

been talking about winter holidays and the various ways we celebrate at home, as well as reading books throughout the morning on the holiday themes of Thanksgiving, Christmas, Hanukah, and Kwanza. We have also been discussing various holiday traditions and how each family may celebrate at home.



Several toddlers jumped into the limelight when they saw a camera enter the room!

The children continue to work on their self-help skills as well. We have almost all of the children cleaning up after themselves after snack, hanging up their own backpacks, and unzipping and removing their own coats. Hooray for them!

Outside on the playground, we have been enjoying those wonderful fall leaves

—such fun to jump in, shuffle through, and collect.

It was wonderful to see so many of you on Special Persons' Day. Thank you for making it a special day!

SPECIALIST NEWS

Physical Education— Devin Ligon

Despite the temperatures dropping, students' energy levels and enthusiasm for P.E. have remained high. Through both indoor and outdoor activities, students in all age groups were able to continue to be active and improve on their physical talents, all while having fun.

The kindergarteners have continued to do well, progressing physically and socially with their classmates. Over the past few weeks, I challenged the students with new exercises, and their overall response was a pleasure to see. One highlight was the group's lava challenge, where two hula hoops were set up about 50 feet across from each other on the soccer field. Using only a stack of colored dots, the students' task was to make it from one

(continued on next page)

Physical Education *(continued)*

hula hoop to the other with no one stepping into the “lava” (grass) on their way to the finish line. It was encouraging to see the students in each group strategize with each other and realize that using the colored dots to step on would allow them, as a class, to make it from one hula hoop to the next.

The ELI students were able to play one of their favorite games, Sharks and Minnows, as well as Blob Tag over the past few weeks. One group challenge that we revisited was the Centipede Challenge. Students lined up one behind the other and were given the task of moving as a group from the start line to the finish line. The twist is that there is a ball that must be passed from one student to the next, going over one student’s head, followed by going under the next student’s legs down the line in this alternating fashion. Once a student passes the ball, he or she is allowed to run to the end of the line and await his/her next turn with the ball, thus making the group as a whole gradually move downfield. It is a speedy challenge that the groups responded to well while improving their technique from one trial to the next.

The highlight over the past couple of weeks for the ELII group was undoubtedly their first visit to the Peace Path this year. Located behind Bay Farm’s playground, the Peace Path is a small wooded area with three paths trailing through it. The students love utilizing this area and transferring some of their favorite games to the more wooded setting. We were able to play Capture the Flag, where the woods are separated into two sides and each team is given the task of retrieving the opposing team’s flags before theirs is captured. As opposed to being on the playing field, students can use the larger area as well as trees and bushes to their advantage. The changed scenery puts a large twist on this team game and allows

for different group tactics to be used that help the class explore different ways to attain their goals.

Like the ELII group, the Middle School students also had their first visit of the year to the Peace Path. Their P.E. activity, however, was a game called Manhunt, which is basically a rendition of Hide-n-Seek. Two teams are made, and one is given two minutes to hide anywhere in the woods while the opposing team waits patiently at the home base. Once the round begins, the team at the home base has four minutes to capture the opposing players, while those hiding have the incentive to make it back to home base without being caught and before that round’s time is up. The structure of the game gives students an adrenaline rush as they have a great deal of fun finding new hiding spots and exploring tactics to get their team points.

As we roll into the winter months, I would like to remind parents that all groups try to utilize the added space that comes with being outside for as long as possible. On days where the weather is reasonable to be outside, P.E. will take place on the playing field or Peace Path. For the older students, some P.E. classes may involve sledding and take place in areas that have snow. The students love playing in the snow as most children do, so please be sure to always send your child to school with the proper outdoor clothing.

Drama—Karen Howland

All class levels in the school have been very busy this past month. The toddlers’ music and drama classes combine a variety of modalities. Singing, dancing, playing instruments, moving with scarves, and copying rhythmic patterns provide the base for their classes. We end each class with the Magic Music

Hat—a crowning moment of each lesson. Their perpetually moving little bodies sit patiently while they wait for the instrument to magically appear, and their faces light up when they see it. The utilization of pantomime accompanies this presentation. The end result includes squeals of delight and laughter when the timid instrument makes its debut in the classroom. The Children’s House students also love the Magic Music Hat and request it every week.

The months of November and December provide ample material for the stories of Jason the Cat during music and drama classes. These stories require the students to use their imagination as well as their listening skills. In November, the story of Jason the Cat was about the first Thanksgiving. In December, Jason and his friends, Punky and Marvin the Seagull, made tasty treats for the animals in the forest and hung them on a friendship tree. These stories usually last about 15 minutes. The children love Jason’s adventures and the funny antics of his buddy, Marvin the Seagull. They often want to know if Jason is real. The answer to that question is “yes”. He did live in Plymouth with a friend of mine by the name of Punky. He did live on Clark’s Island in the summertime. He was quite a colorful character.

When presenting a play, it is critical for the actor to understand the character that s/he is portraying. One needs to see the world through the eyes of that character. Since our drama program supports an arts-integrated spiral curriculum, we utilize periods of history for drama work. In November, the middle school students performed their original monologues about characters from the Salem Witch Trials. They created arguments from both a “Patriot” and a “Loyalist” point of view about the 1775 Massachusetts Government Act. These arguments were

(continued on next page)

Drama (continued)

utilized in improvisation skits during class. These activities help to promote critical thinking as well as develop acting skills. The students are learning that history always has multiple perspectives.

The Elementary I students have been working on their class plays about plant life. We allow more time for preparing the first plays for the ELI students. At the beginning of the year, we focus on developing team work through the use of drama games. These games promote listening and pantomime skills. All of this work is then incorporated into the students' class plays. Their play productions will take place on January 20th and 22nd.

Over the years, we learn about our culture and family through stories told in an oral tradition. In today's society we are often too busy to take the time to listen or tell these stories. The Elementary II students were tasked with researching a family story to share. These stories became the base for them to create a dramatic presentation or monologue. (Many of these stories are directly linked to historical events.) The students needed to decide how they were going to present their tales. Since they were not present at the time of the event they chose to explore, they needed to use their imagination to paint their story through words and actions. I am sure that these stories will be handed down through future generations.

Music—Michelle Booth

Toddlers are having so much fun dancing, singing, and playing instruments. They have been exploring many of the percussion instruments from the music room. They have played rhythm sticks, bells, and shakers of all kinds. Most exciting to play were bongos, a djembe, and hand drums. The tod-

dlers love jamming on drums! Some of their favorite songs include *Rig-a-Jig-Jig* and *Old Jeremiah*. These monosyllabic songs strengthen muscles that are located around the mouth that are critical in developing language skills.

The Children's House students enjoyed exploring a water drum made from gourds and pumpkins this fall. We discussed how invisible sound waves travel through the water to get to our ears, resulting in a very rich sound. They also shook some dried gourds to accompany our Native American songs. Most guessed that the dried seeds inside the gourds made the shaking sound. The students have used a lot of percussion instruments in the last few weeks: rhythm sticks, bells, shakers, bongos, a djembe, and hand drums. And of course, they had so much fun singing *The Turkey Song* during most of November. We made it so much fun by singing it slow, medium, and fast. Thank you to all the parents, grandparents, and special people who wobbled and gobbled along with us on Special Persons' Day.

Elementary I students have focused on gaining, reviewing, and building on their basic note reading and rhythm skills in order to learn to play the piano. They worked with various hands-on materials to learn music theory concepts. Each student has been able to read music and play simple melodies on the piano. They are also learning the songs for their upcoming musical, *Nuts!* and *The Garden Show*.

Elementary II students have been learning about the music of the Philippines. They listened to a steel drum and sang a beautiful folk song, *O, Ilaw*. They also spent time sight reading some pop music songs and learned about the musical map for each piece. They enjoyed learning about and following all the musical symbols in pieces of music they recognize: the songs were *Don't Worry, Be Happy* and *Owl City's Shooting Star*.

Next, the students spent time reviewing basic music theory skills in preparation for ukulele lessons that will take place next semester.

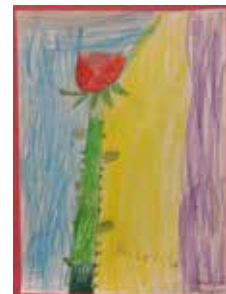
The Middle School students have been connecting music with social studies and learned that many songwriters have chronicled historical events in their compositions. They explored the career of Billy Joel and studied and analyzed Joel's piece, *We Didn't Start the Fire*, for all its historical references. This lesson was further extended by having the students write their own historical music pieces and perform them in class. They then moved on to study the Romantic Period composer, Gustav Holst, and listened to and read the orchestral score of *The Planets*. This piece influenced American composer John Williams greatly. We listened for musical themes from the planets that influenced the melodies of William's *Star Wars* and *Indiana Jones*.

Art Land—Julie Hawkins

Happy Holidays to all. 'Tis the season of celebration in Art Land, as we bring in winter festivities with JOY.

Children's House students have decked the walls with painted wreaths and brought home a treat for the holidays. Kindergarteners enjoyed dashing through the season painting luminaries and creating many festive art projects.

Elementary I artists finished their drawings and paintings of plant studies, and they will be bringing home a fine portfolio of art. I have saved one of their masterpieces for a winter exhibit, soon to be on display. This fall has been an art teacher's dream come true. Going on all of the field trips to gorgeous locations was such



(continued on next page)

Art Land *(continued)*

a treat. All students put incredible effort into all their drawings and paintings with gorgeous end results. I have enjoyed integrating art and music on our outings. What a perfect way to begin the year. Our grand finale of the season was decorating our traditional gingerbread houses with edible landscapes extraordinary. When we return from the holidays, young artists will be up to their elbows in clay... so dress for mess. Many exciting hand-building and wheel projects will soon be explored stimulated by our studies of North America and Native Americans.



Paintings at
The Bay and Field
by Elementary I students



Elementary II artists are working on an exciting mixed-media project inspired from Mehndi Designs. This project integrates our studies of Asia with an artistic twist. These creative works of art will be on display in the performing arts hallway. When we return from the holidays, students will be working in clay enthused by North American and Asian studies.

Middle school artists have a fabulous exhibit in the Great Room, so make sure you have the opportunity to see their work. Their scratch art images are ab-



solutely breath-taking and deserve much applause. The students worked



diligently to produce this fine show. We were fortunate to see "The Art of the Brick" exhibit at Faneuil Hall, which takes Lego creations to a whole new level. I highly

recom-
mend
this show
which
will be
up until
January



11th. The artist, Nathan Sawaya, uses Legos in a way that no one has ever done before. This exhibit is one of the world's biggest and most elaborate displays of Lego art. Students will be doing something super fun when we return from the holidays, but I am keeping my lips sealed until then. However, we will be using our Lego inspirations to create art, which will incorporate the iPad...

okay, no more hints.

I can never express enough gratitude to Kathy Caswell for all her help in Art Land. Thank you also goes to "Music Michelle" for our incredible sessions of art and music integration this semester. Thank you to Karen McCormick for her gingerbread help. A special thank you goes to Claudette Straface from down under, who blesses Art Land when she is here visiting and lends much time helping out in classes and with material making. Happy Holidays!

World Languages—
Rebecca Fortgang

¡Hola! Bonjour!

Children's House students have learned a new game called busca algo which is equivalent to I Spy in English. We have been playing this game with colors, and the students have been very good at finding things in their classrooms with the correct colors. The students have learned how to say their names and talk a bit about the weather. We have been translating whole sentences in class as well. Some students can translate as many as three sentences.



Kindergarten students enjoyed learning about the Day of the Dead.

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World Languages *(continued)*

They learned that it is a happy holiday and watched a cartoon about how it is celebrated in Mexico. They then turned rocks into beautiful skulls. The students learned that Mexicans believe their ancestors come back and help them with everyday problems. More ice cream cone projects go home each week, and more students are learning about numbers.



Elementary I students are learning about vocabulary related to restaurants. They have been reviewing menus from restaurants, and some of them will be making their own menu as a final project. We have started a word wall in class for each language; the students are very proud of all of the words they have learned so far this year.

Elementary II students recently completed their first assessment. Many of them moved on to new material while some students learned areas where they need to further focus. Many students presented wonderful projects on Special Persons' Day. They did a great job showing off their work so parents were able to see a bit of what goes on in language class.

Middle school students are continuing along their individual paths. All of the students have moved up at least one unit and are learning new material. They are continuing to learn about communicating effectively with their

classmates and how to work together. They continue to rise to the occasion and are becoming well prepared for a high school language class. Many have handed in projects or drafts of projects and are currently working on corrections.

If you have any questions about our classroom, please contact me. More information is available on the world language website at <https://sites.google.com/site/bayfarmforeignlanguage/>.

Library—Liz Titus

November was Book Fair time, and a very successful Book Fair it was, breaking recent records for proceeds! Enormous thanks go to the Book Fair chairperson, Lisa Fitzgibbons, for coordinating the parent volunteers, making countless trips to Barnes & Noble in Hingham, and especially for creating the fanciful and original kite decorations. The handcrafted kites hanging from the Great Room ceiling were a multi-generational family craft project and garnered much comment and appreciation from all.

Many others also helped to make the Book Fair a wonderful and successful event. Special thanks go to the following volunteers:

Amy Bennett	Kim Murphy
Teri Christiano	Amy Sack
Gretchen Cramb	Brian Sack
Lisa Fitzgibbons	Allison Scrobeck
Lydia Gallagher	Shirley Straface
Kimberly Granat	Laura Wagner
Brittanie Greco	Glowyn Waterhouse
Sandy Kozlowsky	Kim Wiemeyer
Kyra Mercer	Sylvia Zurlo

In conjunction with the Book Fair, Brain Lies, author and illustrator of several best-selling children's picture books, visited Bay Farm. He delivered a presentation to students in kindergarten through the middle school, sharing his

ventures in writing and illustrating, explaining that "practice makes better" and advising students to follow their passion. Thank you to two generous Bay Farm families for sponsoring Brian's visit.

The library earned enough of a credit from Barnes & Noble Booksellers to keep it steadily supplied with new books for the entire school year. There were also numerous books purchased that were donated directly to the library or to classroom teachers who had requested specific titles. These donors were:

Sophia Barry	Gill Martin
Charlotte Bennett	Eden McManus
Zac Chaunt	Evan McManus
Indigo Cramb	Liliana Perry
Mercury Cramb	Ethan Plotkin
Brielle Giordano	Cristian Sack
Autumn Grund	Jessica Sack
Cooper Grund	Charlie Solari
The Hiles family	Cameron Ulvila
The Kszystyniak Family	Ava Wagner
Georgie Lick	Sophia Wagner
Kylie Lick	

Library Classroom News

In the Children's House, the library lessons have continued to emphasize early literacy skills through reading aloud many picture books. We read [Bear Has a Story to Tell](#) and [Bear is Sleepy](#) to teach about story structure. We read [Bear Snores On](#) and [Baby Bears and How They Grow](#) to teach about the difference between fiction and nonfiction, or real and pretend. We read [I'm a Little Teapot](#) and [The Itsy Bitsy Spider](#) to teach about rhyming words. We read [Winter is the Warmest Season](#) and [How Do You Know It's Winter?](#) to reinforce the difference between fiction and nonfiction books. We read [The Lion and the Mouse](#) and [The Happy Day](#), both Caldecott-award

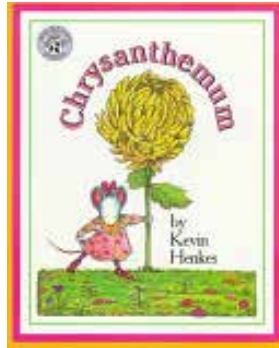
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Library *(continued)*

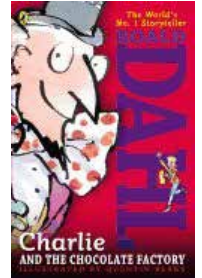
winners, to teach about quality in children's literature.

The Elementary I classes have finished reading Kevin Henkes' chapter book, The Year of Billy Miller. The read-aloud books, Chrysanthemum and Oliver Button is a Sissy, provided a jumping off point to discuss and reinforce appropriate friendship and social skills. To prepare for the school visit of author Brian Lies,

we read Bats in the Library. Using What Marion Taught Willis and The Great Dewey Hunt, the ELI students were introduced to the Dewey Decimal classification system.



The ELII students completed the Roald Dahl chapter book, Charlie and the Chocolate Factory, just in time to make comparisons between the play performance of *Willy Wonka* by Bay Farm students in December and the original novel.



Thimble Theater

Thimble Theater is one of Bay Farm's popular Enrichment Program offerings. In November,

two performances of *No Turkey for Perky* were presented; and on Tuesday, Dec. 16, a special holiday performance of *Bob Humbug, the Christmas Grump* was performed. 🌿



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Bay Farm's Yearbook: Perspectives, on Sale Now for \$25!

Bay Farm students in grades 6-8 are creating Bay Farm's yearbook, *Perspectives*. You can pre-order a copy now. After December 18th, you can place your order for only \$25. Order form is available below, online, and in the Office.



Please submit this lower half to the Office with your check made payable to "Bay Farm Montessori Academy" with "Yearbook" in the memo section.

Yearbook Order Form

Student Name: _____ Room: _____
 Student Name: _____ Room: _____
 Student Name: _____ Room: _____

If you would like to give a yearbook to a friend/family member, please list their name(s) below:

email for confirmation: _____

Total Number of Yearbooks:* _____ x \$20 / \$25 / \$30 = \$ _____

Total Number of CDs: _____ x \$10 = \$ _____

*Please note the order date when determining the price you will pay:
\$20 by Dec. 18th, 2014, \$25 (Dec. 19-Apr. 16), or \$30 after April 16th, 2015.

If you have any questions, contact Lexa Kandola at lexak@bfarm.org or 781.934.7101 x20.

December 2014



November 2014							January 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1					1	2	3
2	3	4	5	6	7	8	4	5	6	7	8	9	10
9	10	11	12	13	14	15	11	12	13	14	15	16	17
16	17	18	19	20	21	22	18	19	20	21	22	23	24
23	24	25	26	27	28	29	25	26	27	28	29	30	31
30													

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Nov 30 - Dec 6	Nov 30	Dec 1	2	3	4	5	6
				Science Fair Week			Winter Play Rehearsal
Dec 7 - 13	7	8	9	10	11	12	13
		All-School Assembly (for students and staff)				Winter Play	
Dec 14 - 20	14	15	16	17	18	19	20
				Gingerbread Week		Kindergarten Play 2:00pm	
Dec 21 - 27	21	22	23	24	25	26	27
				Christmas Eve	Christmas Day	Kwanzaa begins	
		Winter Vacation—School Closed					
		Winter Vacation Camp Session I					

January 2015



December 2014							February 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31										

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Dec 28 - Jan 3	Dec 28	29	30	31	Jan. 1, 2015	2	3
				Winter Vacation—School Closed	New Year's Day		
Jan 4 - 10	4	5	6	7	8	9	10
		School Resumes	MPA Meeting 8:45am	All-School Assembly (for students and staff)			
Jan 11 - 17	11	12	13	14	15	16	17
			Transition Night: 6:30-7:15pm TOD > CH 7:30-8:15pm CH > K			School Closed Professional Day	
Jan 18 - 24	18	19	20	21	22	23	24
		Martin Luther King, Jr. Day School Closed	Mattakeesett Play 6:30pm		Patuxet Play 6:30pm Admissions Open House 9:30am	Snow Ball Dance	Spring Play Rehearsal
Jan 25 - 31	25	26	27	28	29	30	31
				School Book Orders Piping Plover Conf.	Tern Conf.	Osprey Conf. Sandpiper Conf. Talent Show 1:00pm	