

SHERWOOD MONTESSORI

Report for Board 10-5-11

K: Teresa's Room

We now have 17 students with a possibility of another student enrolling. We are preparing for the field trip to Patrick's Ranch pumpkin patch, on 10-20-11. On top of the Montessori Math and Language curriculum we are focusing attention on our study of Botany. Our studies include plant care, botany themed books, songs, poems, gardening and cooking with Richie.

1,2,3: Eric's Room

We now have a full class of 23 students. We have a new guinea pig whose name is Peanut Butter. We are currently conducting science explorations which include the Laws of the Universe which is a build up to the First Great Lesson. Soccer teams will be playing indoor in November.

1,2,3: Carin's Room

We have begun homework, guided reading, spelling, and sight word practice to supplement the Montessori materials. I have been individualizing the math curriculum and its very exciting to see how engaged the students are in this area. Our language materials have arrived, but still need to be laminated and cut which is a big job that volunteers are working on. Emily is doing a wonderful job on Fridays, introducing the class to exciting biology and art lessons. The classroom is becoming more "normalized" and grounded as a community.

4,5: Kristina's Room

We are making progress with personal narratives and students have been sharing stories about past memories. We have begun writing to our penpals at Chapman Elementary and we will meet them next month when we team up to help with plant restoration at Caper Acres. We will start research projects next week on Native Californians (4th) and Native American Tribes (5th). Students will work in groups to find out housing, clothing, food, culture etc.

Danielle's Literature and Spanish Class:

In writing class, we have edited our poems and have sent them to the CN&R for the Poetry '99 Review. We have begun writing a 5 paragraph essay on the topic of "I Wonder". We are organizing the essay into an introductory paragraph, supporting paragraphs, and a conclusion. Our next writing experience will be to read an article and write a summary. We will be announcing the first Literary Share this month. Parent will be invited to hear their child present their own writing.

In literature class, we are reading Zeitoun and learning about hurricanes, especially Katrina in New Orleans. The book covers the topic of bias and we are learning more about how behavior is affected during a crisis. We will be attending a slide show of volunteers from CSUC who travelled to New Orleans and helped rebuild the city.

We are also reading Animal Farm and writing comparative essays about the main characters. We are discussing the novella in detail and noticing the parody to the Russian Revolution.

The other lit groups are immersing themselves in frontier life in the 1800's with Indian Captive, and the Armenian genocide in the early 1900's using a true memoir in Road from Home. We are working with vocabulary, the gold rush in the Alaskan Klondike, and character and plot development with the classic, Call of the Wild.

In spanish class, we are developing vocabulary and conjugating verbs. Each week we use key words

and expand upon them to make up sentences. We will be learning some Spanish songs for October's Dia de los Muertos. A very popular trip to the Taco Truck will be organized and the students will be prepared to order in Spanish.

Paula's: School Based Intervention Team Coordinator

For the past 3 weeks I have been completing reading assessments for students in 4-8th grades. Out of 56 students, there are only 8 students left to assess. As a result, Danielle and Michelle are able to continue with the schedules they have set up. I will be finished by next week. I have been looking into Grants from NEA. They have one for Student Achievement and one for Learning & Leadership. The grants are for \$2,000.00 and applications are submitted 3 times a year for consideration. I was loaned DVD's from the Chico Learning Center to help implement the Barton Reading and Spelling Program as another intervention for our struggling reader. I developed Sherwood's own "Follow-Up SBIT form" with Michelle's help to be used soon. Currently, we have wonderful parents who are volunteering for the Read Naturally program working with students and photocopying stories for all 8 levels! Teachers are happy and so are the students. All in all, things are going well.