



Boundary Bay Montessori House

Operated by MIND

Volume 1, Issue 6

January 2005

Message from the Academic Director

Welcome Back from Winter Holidays! We return with a sense of purposefulness, so much so that some refer to it as Plan-uary and for others it is a time to reflect on last years events and set New Year's Resolutions. We are so fortunate to think of planning, setting goals and enriching our lives even further and are extremely conscious of others in the world who are struggling to maintain the smallest sense of security.

We especially think of Kim Kilgore, a past employee of BBMH, who is living and working in a Montessori School in Phuket, Thailand. Her students have returned to school this week and as they were not directly affected by the Tsunami are putting their heads together to determine a

course of action to assist fellow Thai's who are in need. Eileen has been in phone contact with Kim and hopes that we can inspire our students to work in partnership with Kim's school to give aid. We have talked about the current events and both the Primary and Intermediate students are beginning to plan specific ways to begin to create funds. We feel strongly that whatever endeavors the students decide upon they must be of their initiation so that they will have a commitment and sense of purpose about it.

Purposefulness: our virtue of the week in the Primary classroom. I have read that when one begins to **purposefully** perform acts of kindness, the spirit changes and soon doing good deeds

becomes a focal point for our life; *doing good* begins to be the same as *feeling good*. The periods of emptiness when we search for the "meaning of it all" begin to fill with acts of kindness. This is what I would want to impart to our students. This is what we, as a society, express to our community. On behalf of the teachers and me we wish you a Happy New Year and look forward to this term with your children.

Lize Hart.

Gymnastics

Primary Mondays

January 10/17/24/31/February 7

1:45 – 2:45 pm

Pick up at the Gymnastics Club at 2:45 pm!

OSC students will be carpooled back to BBMH

Intermediate Mondays

February 14/21/28/March 7/14

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REMINDERS

-  January 17
Martin Luther King Jr. Day
-  January 22, 2005
Family Fun Fair
-  January 27, 2005
Open House at BBMH
-  January 29, 2005
Fundraising for Tsunami Relief at Town Centre Mall

BLUEPRINT UPDATE

The staff will be continuing with the blueprint cycle by reviewing the sections of the blueprint listed below. (Please past newsletters for additional information regarding the blueprint cycle.)

We nurture the whole child which includes emotional, intellectual, physical, social, spiritual development.

- ♥ **Emotional:** Emotions are important; students learn to feel, identify, acknowledge, accept and respect them in order to make wise behavioral choices.
- ♥ **Intellectual:** The intellect is the scaffolding for a lifelong love of learning. We promote the development of critical thinking and reasoning skills in order to formulate independent thought.
- ♥ **Physical:** We help our students discover, understand, and adopt the lifestyle habits most appropriate and beneficial for our bodies and minds.
- ♥ **Social:** We all have a need to belong. We encourage our students to strive for socially responsible behaviour.
- ♥ **Spiritual:** We are respectful of all faiths and spiritual beliefs. Though we do not promote any particular belief system, we encourage students to explore the universality of virtues common to all faiths. Our cultural curriculum includes the study of civilizations and their belief systems.



Gifted Programming or Just Plain Old Montessori?

In the article *Montessori Meets Bloom's Taxonomy* Ginger McKenzie introduces the work of Dr. Benjamin Bloom, a Distinguished Service Professor of Education at the University of Chicago, who developed a taxonomy used to categorize the level of abstraction of questions that com-

monly occur in educational settings. This taxonomy is used by teachers to create lesson plans, evaluate learning outcomes and ultimately to use terminology to challenge students at their differing level of development who possess varying capabilities.

The following table is an example of Bloom's Taxonomy:

BLOOM'S TAXONOMY

<p>Knowledge: Recall of information.</p>	<p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states. Skills – mastery of subject matter, knowledge of major ideas</p>
<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Key words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates. Skills – understand information; grasp meaning; translate instruction; interpret facts, order,group, infer causes, predict consequences</p>
<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.</p>	<p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses. Skills – use information, use methods in new situations, solve problems using skills or knowledge</p>
<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Keywords: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates. Skills – see patterns, organization of parts, recognition of hidden meanings, identification of components</p>
<p>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Keywords: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes. Skills – use old ideas to create new ones, generalize from given facts, relate knowledge from other areas, predict, draw conclusions</p>
<p>Evaluation: Make judgments about the value of ideas or materials.</p>	<p>Keywords: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports. Skills – compare and discriminate between ideas, assess the value of theories, presentations, make choice based on reasoned argument, verify the value of evidence, recognize subjectivity</p>

PRESCHOOL UPDATE

What's new? We welcome new Families to the preschool classroom. Forster Buttery and his Mom and Dad, Vickie and Allen Buttery; Saige Thorsell and her Mom and Dad, Lisa and Troy.

INTERMEDIATE UPDATE

Outdoor Camp Update

The dates for Strathcona Outdoor Camp will be from **April 4 to 7th**. We will be having a parent meeting regarding this event closer to April, but this is the time to check to see if those gortex pants and that outdoor gear still fits!

Blooms Taxonomy continued from page 2

Ms. McKenzie writes that as Montessori teachers we learn that developmentally students around the age of six move from a sensorial focus to learning through the use of their imagination. She states in **To Educate the Human Potential**, Maria Montessori wrote: *"It is along this path of the higher realities, which can be grasped by imagination, that the child is led between the ages of six and twelve. Imaginative vision is quite different from mere perception of an object for it has no limits. Not only can imagination travel through infinite space, but also through infinite time; we can go backward through the epochs, and have the vision of the earth as it was...our aim therefore is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his inner most core."*

Bloom's taxonomy is a tool teachers use to encourage students to engage in different levels of thinking. The categories are sequential and cumulative. Each higher level or category, however, includes some form of the lower categories. This corresponds to Montessori's criteria that lessons move from concrete to abstract, known to unknown and each level of knowledge build upon what has come before. Ms. McKenzie states that "gifted students need more work on the upper levels, but all students [can] be exposed to all levels of thinking. Thinking is involved at varying levels of complexity depending on the subject matter and instruction".

At higher levels of education, both high school and post secondary, the taxonomy provides a useful structure in which students can categorize test questions, since instructors will characteristically ask questions within particular levels, and if a student can determine the levels of questions that will appear on exams, they will be able to study using appropriate strategies.

begin stimulating our students imagination and require them to begin to stretch their minds to use higher order thinking skills. Working with nomenclature cards are a prime example of level I of the taxonomy – Knowledge. Students learn the etymology of various concepts from zoology to geometry and demonstrate this by re-ordering, matching and defining information. Comprehension is inherent in our lessons in that the questioning nature of our method of instruction requires the students to interpret and retranslate the information that they have been presented. Each lesson moves the student to direct application of its purpose. Learning outcomes of Montessori presentations or lessons have both direct and indirect aims that the instructors are asked to restrain from identifying in order for the student to have an 'aha' moment when the concept being learned becomes a moment of delightful discovery. Continued on page 4

The questions posed in the Fundamental Needs of Humans, Studies of



January

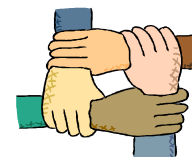
- 4 Back to School
- 14 Newsletter
- 17 Martin Luther King
- 27 Open House
- 28 Pro D Day 3
- 31 OPEN HOUSE

February

- 10 Bring a Friend
- 11 Newsletter
- 14 Project Love
- 25 Pro D Day 4

March

- 7 Sign up for Observations
- 9 Kindergarten Visit
- 11 Newsletter
- 14 Student For A Day
- 15 Student For A Day
- 16 Student For A Day
- 17 Student For A Day
- 18 Reports Distributed
- 21 Spring Break



We must forever conduct our struggle on the high plane of dignity and discipline. we must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.
MLKing Jr.



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Boundary Bay Montessori House
3800 72nd Street
Ladner, B.C.
V4K 2B2

Phone: 604-946-9814
Fax: 604-946-9816
Email: bbmhteachers@dccnet.com

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In the Montessori elementary program Bloom's Taxonomy is implemented by default. Studying the peace curriculum of Dr. Montessori ensures that the instructor must diminish in order to allow the student to emerge. The best way to do this is to ask questions of them. A gifted student will ask "Why" – curiosity is considered the most distinguishing feature of 'gifted' children. It is interesting that insatiable curiosity is one of the most prevalent character traits of our students!

However in spite of the implicit use of Bloom's Taxonomy in lessons in Montessori lessons at BBMH, the teachers are careful to ensure that we continue to analyze our lessons, keeping the stages of thinking processes in mind. Using the *Great Lessons* such as the Story of the Universe, The Story of Life, The Story of Humans, The Story of Language and The Story of Numbers to introduce all subject areas we begin stimulating our students imagination and require them to begin to stretch their minds to use higher order thinking skills. Working with nomenclature cards are a prime example of level I of the taxonomy – Knowledge. Students learn the etymology of various concepts from zoology to geometry and demonstrate this by re-ordering, matching and defining information. Comprehension is inherent in our lessons in that the questioning nature of our method of instruction requires the students to interpret and retranslate the information that they have been presented. Each lesson moves the student to direct application of its purpose. Learning outcomes of Montessori presentations or lessons have both direct and indirect aims that the instructors are asked to restrain from identifying in order for the student to have an 'aha' moment when the concept being learned becomes a moment of delightful discovery. The questions posed in the Fundamental Needs of Humans, Studies of Civilizations and the various timelines intrinsically incorporate levels of analysis and synthesis. Montessori training provides the teachers with the manuals and the core curriculum complete with the lesson plans that, as mentioned before, state direct and indirect aims for each material and ensuing lesson. At BBMH we have taken this a step further in that we have developed Criteria Based Assessment that require students to meet expectations and self-evaluate progress and product as evidence of their mastery of concepts.

This information may explain why many people ask the question "Montessori? Is that a school for gifted kids?" My answer is "Well, not really, but in a way...yes" All of our students are gifted – to us!

MESSAGES FROM THE BOARD

From the Family Advisory Committee (FAC)

Deltassist Family

Thank you to the many contributors to the gift hamper for the South Delta family matched with BBMH by Deltassist. Our gift consisted of:

- ♥ an assortment of presents for the two daughters and also for their mom.
- ♥ a large assortment of canned and dry goods (about 6 shopping bags)
- ♥ a turkey
- ♥ a collection of vegetables from Snow Farms
- ♥ a \$30 gift card from Thrifty Foods

Fun Fair

Mark your calendars for the BBMH Fun Fair on January 22 from 3-7pm at the Ladner Community Centre 4734 51st Street in Ladner. There will be many booths offering activities for children, including cake walk, hoop shoot, fish pond and more. We will be having a potluck dinner beginning at 5:30pm. Admission is free, but we will be collecting donations in support of Oxfam. Contact Diana Nesbitt 943-1823 with any questions.



From the MIND Board

Due to the schedules of the board members, regular meetings will now be held on the 3rd Monday of each month, beginning this month. Our meeting in January will be held Monday, January 17th at 7:30 at the school. All members are welcome to attend.

BBMH MISSION STATEMENT

Boundary Bay Montessori House will offer a quality educational program for children that remains true to the spirit of Dr. Montessori's philosophy of education to help equip them with the tools necessary to become independent adults while allowing their unique personalities to unfold.