

MKB Classroom Newsletter



"I can see Spring coming"

Topics

- What's new?
- Songs, Rhymes & Games
- Article of the month

Thank You!

Armand's mother for the puzzles, paintings and spring garlands, to Sebi's mother for the fruit, to Victor's mother for the cookies and for helping us with the pizza and everyone for sharing such extraordinary kids with us.

Welcome

We would like to welcome Sanziana and Toni who are now part of our small Montessori community!

WHAT'S NEW?



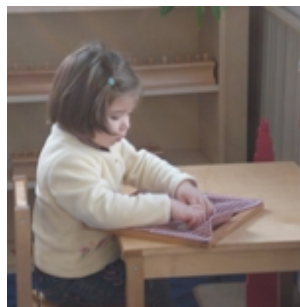
The warm days of February brought ladybirds on the playground

I wonder what's inside



The three cooks

Back to the cornflower table



Let's work!

Let's dance!



- We have a new assistant, Tania. She's got a BA in Psychology, but most importantly she's a kind and caring person.
- We celebrated Armand's and Matei's birthdays.
- We've been discussing about
 - **farm animals:** sounds, shelter, songs and stories about them, we've learnt *Old Mac Donald had a farm* and we made lamb pins for our mothers' martisor



- **fish:** we had a real fish in the classroom and cut it open to see what's inside, we've learnt *I'm a little fishy* and we painted a fish

- **seasons:** we did an experiment to see how and why ice melts, we talked about how we dress and how we play during each season, about the weather outside, about what happens each season

- **fruit and veggies:** we talked about seeds and fruit, we cut, tasted and prepared a delicious fruit salad and veggie pizza

- Dance lessons have started, Laura is such an energetic dancer and a wonderful teacher. You could see us practice at our St. Valentine's party.
- The playground is such a fun place to be with the cornflour table and the ladybirds flying around and resting on our hands.
- During mealtime we are listening to Mozart and we enjoy the music a lot.

SONGS, RHYMES and GAMES

Old MacDonald had a farm, E I E I O,
And on his farm he had a cow, E I E I O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, everywhere a moo moo.

Old MacDonald had a farm, E I E I O,
And on his farm he had a pig, E I E I O.
With an oink oink here and an oink oink there,
Here an oink, there an oink, everywhere an oink oink.

Old MacDonald had a farm, E I E I O,
And on his farm he had a duck, E I E I O.
With a quack quack here and a quack quack there,
Here a quack, there a quack, everywhere a quack quack.
Old MacDonald had a farm, E I E I O.



Teddy bear Teddy bear turn around
Teddy bear teddy bear touch the
ground
Teddy bear Teddy bear clap your hands
Teddy bear Teddy bear bow your heads

La ospete ursul cere ursul cere ursul cere - bis
Numai faguri plini cu miere -bis
Iepurasul vrea lactuci, vrea lactuci, vrea lactuci -bis
Cat de multe sa-i aduci - bis
Iar copiii vor indata, vor indata, vor indata - bis
Prajituri si ciocolata - bis

Ring around the roses
A pocket full of poses
Achoo, Achoo,
We all fall down.

Puf piu piu
puf piu piu
mare-agitatie
puf piu piu
puf piu piu
trenul e-n statie
puf piu piu
puf piu piu
Badea Tudose
puf piu piu
puf piu piu
unge o osie

Copiii sunt in cerc, un copil - ursul doarme in mijloc
Ursul ursul doarme
Si-a uitat de foame
Ce sa-i dam noi de mancare
Lapte dulce sau cafea
Sa se-aseze pe cine-o vrea... (aici ursul, cu ochii inchisi se aseaza in poalele unuia dintre copiii din cerc)
Pe ce stai? (intreaba copilul pe care s-a asezat ursul)
Pe o buturuga (raspunde ursul)
Si cum o cheama? (intreaba copilul pe care s-a asezat ursul)
(ursul trebuie sa ghiceasca numele copilului pe care s-a asezat)

Article of the month: Social and emotional development at MKB

As we grow older, we tend to save somewhere, in a corner of our minds, memories from kindergarten. Whether these memories are clear or blurry, happy or sad, we save them in our hearts: the first friends, the teacher, the toys, the parents...And whether we realise it or not, these memories play an important part in our life as adults.

Keeping this in mind, the MKB team wishes to provide services that cover the whole area of child development: social, intellectual and emotional. This article's goal is to support the need for teaching in other areas beside the intellectual one.

The activity for social and emotional development is a process for teaching social and emotional skills. This is obtained through games, experiments and other activities that lead to learning about the human nature and emotions.

Nowadays the need for a clear programme that addresses social and emotional issues in schools and kindergartens is more present than ever. Most learning systems emphasize intellectual development, efficiency and performance; and we often forget that performance is not obtained only with intellectual resources. If we are capable of managing our own feelings and understanding the feelings and needs of others, we are more likely to evolve as autonomous human beings and to function from a position of dignity, personal responsibility and well-being.

Emotional intelligence increases achievement, motivation, optimism, joy, and purpose, while decreasing violence, depression, and isolation. These interpersonal and intrapersonal skills are critical to all learning. In fact, an optimal learning environment will fuse the cognitive and emotional skill development in a context that is inclusive and supportive, and also activates prior knowledge.

These all sound wonderful in theory. In real life, the road to autonomy and well-being is often a life-long journey filled with learning experiences; the only way to move forward is to possess the tools we need to build this road. And what better moment to learn these tools than childhood?

The main activity used for teaching these tools to kindergarten children is through playing and games. Through games they have the chance to express feelings, observe others express themselves, and learn models of behaviour in certain situations. This is also obtained through drawing – not only the use of shape but especially in the use of colours. A certain colour can tell us about a child's mood, about the way that child sees life and other people he or she meets; in drawing and in games we can "magically" modify the way we feel or see reality. Drama is another form of self-expression and learning; acting certain emotions and roles of every day life has a powerful impact on the "actor". Children possess this therapeutic tool even since birth, as we can often see them playing with puppets and acting things they see in their family or environment. In happy families, they create the same protective atmosphere in their puppet games; in more or less traumatic cases, they often use puppets very creatively for expressing and fulfilling their need for protection and love.

With all this in mind, the social and emotional development activity is designed with flexibility, adjusting itself to the present needs of the children and also following a general plan – teaching about all forms of emotions, ways of expressing and observing them in others. The main goal is to answer questions like: "How do I act if I am happy/sad/hurt/angry/scared?" "What do I do if I see someone else happy/sad/scared/angry?" "How do I know how to react in a certain situation?", and the fundamental question "What is someone like me doing with people like you in a world like this?" (R. Erskin)

