April 2019 >>>

A publication of Sedona Charter School
K-8 Tuition-free Montessori School

Writing: SCS Staff and GC members
Photos: SCS Staff and parents
Design & Editing: Jane Cathcart

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academic excellence ... *personal growth ...* *small school environment*

Roadrunner report

music notes >>>

The Suzuki Philosophy

Part Six

We shall conclude our series on the Suzuki Philosophy as it relates to language acquisition and music learning, by exploring the final, and very important tenets of encouragement and learning with others. Our Sedona Charter School Strings Program incorporates these ideas into daily classes and performances to foster an environment of support, encouragement and excellent modeling practice across all skill levels.

Encouragement

As with language, the child's efforts to learn an instrument should be met with sincere praise and encouragement. Each child learns at his/her own rate, building on small steps so that each one can be mastered. This model for success creates an environment of enjoyment for children, parents and teacher. An overall atmosphere of generosity and cooperation is also established as children are encouraged to support the efforts and celebrate the success of other students.

Learning with Other Children

Music promotes healthy social interaction on a non-competitive level. Children are highly motivated by participating in group lessons and performances in addition to individual lessons. While observing other children at all levels, students enjoy making music together, aspire to the achieve the skill of more advanced students, share challenges with peers, and appreciate the efforts of those following in their footsteps.

Swings & Strings

Now that the Performing Arts Classroom is a reality, we're calling out all the stops to outfit the PAC with furniture and equipment as well as redesign and install our playground in its new location on campus.

Mark your calendars for Friday afternoon, May 3rd from 3-5:30 pm and join us for our Swings & Strings family event featuring a $1000 golf ball drop grand prize, a miniature putt-putt golf course on campus, face painting, bounce house, carnival games, raffle prizes, silent auction, excellent food and more.

Swings & Strings promises wholesome fun for all ages, so invite your family and friends to participate. There are many ways our school families can be involved.

Beginning now through April 20th, we encourage you to spread the word to family and friends to purchase tickets for our main event golf ball drop. Tickets will be on sale in the school office or online for only $10 per ball giving everyone an affordable chance at winning the $1000 grand prize. Remember, the more you buy, the greater your chance to win.

1 ball—$10
3 balls—$25
7 balls—$50
15 balls —$100

If you'd like to do more than just enter our golf ball drop, there are many ways to help including donating new or gently used items, services, gift cards or gift

certificates for our silent auction. Ask your favorite restaurant in town to donate or mention the event at the businesses you patronize around town. Drop off items at the school office before April 19, 2019.

In addition, we still need event sponsors at all levels. All sponsors will have their name and business included in all of our print, website, and social media advertising estimated to reach over 30,000 people in the Verde Valley. For detailed information or questions, please contact Heather Scheidegger at 561-866-8327 or heather@h2ci.com.

The highlight of the afternoon will be the ball drop from a helicopter where the owner of the ball landing closest to the hole wins $1000. We graciously thank you for supporting creativity and harmony in our community for generations to come.

Plan to spend a relaxing afternoon on our lawn experiencing all the fun this event has to offer.

lower elementary >>>

Thoughtful Technology

Happiness is a place between too little and too much. ~Finnish proverb

Smartphones, tablets, and computers have become a normal part of most children's lives. We see these devices everywhere, at home, in stores, in the car, and at school. This proverb is shaping the way our Lower Elementary classroom incorporates the use of technology in learning.

Let's face it, kids watch how adults use their devices and naturally desire to do the same. That's why the use of technology in our classroom continues to be deliberate and thoughtful. It has become one part of a balanced curriculum that includes social interaction, physical activity, creative play, outdoor time, and opportunities for active exploration. All these things are critical for developing strong minds and bodies.

There is a growing body of research showing how technology affects the way children think. Because their brains are still developing, frequent or prolonged exposure by so-called digital natives to technology is actually wiring the brain in ways very different from previous generations.

As teachers and parents, it is our responsibility to pause and realize that we don't have the benefit of historical hindsight when it comes to evaluating how technology affects our children. Therefore, in LE, we only use technology to enhance real world experiences. For example, children access the internet to help answer questions about something in their environment. They use devices to help memorize math facts or research places around the world. Teachers actively participate with students every time they use a device, and we recommend parents take the same approach. All screen time should be enjoyed when adults and children are actively engaged together.

In our classroom we have a designated computer class for each grade level. Students practice typing, work out mathematics problems, read stories and learn second languages. All computer time is monitored and used for academic growth.

Our LE students use computers to learn a second language. The lessons are based on authentic stories, myths or legends from

Spanish-speaking cultures and focus on vocabulary acquisition through hearing, playing games, singing and practicing activities. Students are exposed to language and culture in a fun environment where they can explore meanings and begin to express themselves through simple words and phrases.

We believe technology can be an amazing enhancement to the academic journey and offer unique learning opportunities for every child. However, as more and more studies surface about the effects of screen time on young children's brains, we are taking a second look and constantly monitoring how technology is used in our classroom. As they say, everything in moderation.

montessori >>>

Did You Know?

Every Day Can Be Earth Day

Bringing our children into nature and telling them why we love and care for our beautiful earth is one of the most important things we can do as parents and educators. While we officially celebrate Earth Day on April 22nd, any and every day should be earth day! Any day our children are outdoors exploring nature, dirt, little critters or caring for the planet by cleaning up and recycling is a great day!

Children learn important skills that foster independence as they watch adults care for the world around them. There are so many fun and interesting activities to do with your children to appreciate nature and to help protect the earth and its resources.

Maria Montessori understood the importance of nurturing children's connections with the beauty and wonder of the natural world. She wrote, *"There is no description, no image in any book that is capable of replacing the sight of real trees, and all of the life to be found around them in a real forest."* (From Childhood to Adolescence)

This Earth Day, go outdoors and enjoy nature with your children. Listen to bird songs, hike the Red Rocks, chase each other, feel the sun on your face, smell the wildflowers or dip your toes in Oak Creek.

upper elementary >>>

Mystery History

History is alive and well in our UE classroom. This year we have been focusing on ancient civilizations, starting with the first people who settled in Mesopotamia and concluding with the fall of Rome. During our weekly lessons, the children delve into stories of heroes, leaders and tyrants from the past. They watch empires grow to tremendous power only to inevitably collapse. They observe the patterns and rhythms of past civilizations and draw conclusions that are relevant and deep, applying them to our world today. Our UE scholars learn about the origins of many of the world's religions as well as the legends and myths that have been passed down for thousands of years. Through history, we show empathy by walking in the shoes of those who came before us so many years ago.

During our history lessons we use timelines, maps (both past and present), artwork, note-taking, graphic organizers and other tools to help us gain a better understanding of the sequencing of events and highlights from each period. The students keep a well-organized history journal complete with a table of contents. These journals become an important resource for doing further research or studying for an assessment.

We brought history to life in March with our Mystery History event where every child researched an important person or god from ancient times. Our students shared their fascinating facts with parents and classmates, often dressed in costume to represent their person. Between presentations, our thespian scholars created ancient civilization commercials that kept the audience entertained and laughing. Did you know that Toga Temple has a sale today on togas of all colors and styles? Are you looking for love? Try Cupid's Cuties!

Yes, history is alive and well in our classroom. We can only hope that this desire to understand and learn from the past shines brightly forever.

If you don't know history,
then you don't know anything. You are a leaf that doesn't know it is part of a tree.
Michael Crichton

MMUN 2019 — New York City

Fourteen Middle School students recently participated in the Montessori Model United Nations International Conference in New York City. Each student acted as a UN delegate representing one of three African countries—Mali, Burkina Faso, or Comoros. Each delegate conducted research before the conference and formulated solutions to real-world problems via position papers and speeches. During multiple committee sessions, students presented their solutions to delegates from around the world, while staying true to the position of the country they represented. MMUN's purpose is to provide solutions that every nation can utilize to resolve crises and maintain international peace and security.

The problems presented are directly linked to the Sustainable Development Goals established by the UN General Assembly in 2015. The topics of study and debate included radioactive waste, nuclear proliferation in the Middle East, access to sustainable and modern energy, women in development, biological diversity, protection of the global climate, elimination of racism and other intolerances, rights of peoples to self-determination, peaceful uses of outer space, granting independence to colonial countries, expulsion of aliens, and responsibilities of international organizations.

This life-changing experience allows our students to learn about cultures, governments and peoples from nations throughout the world; use research skills, writing skills, written and oral communication skills; develop critical thinking skills, problem solving skills and evaluative skills; debate global issues and world problems; practice and use leadership skills in a real life situation; and understand the need for peace and conflict resolution throughout the world while developing their own conflict resolution and debating skills.

The New York Trip was not all work and no play. There were plenty of opportunities to experience the city and make new friends from around the world. The group enjoyed subway trips to Chinatown and Battery Park, a harbor cruise aboard the Staten Island Ferry past the Statue of Liberty, as well as lots of eating, shopping and people watching. The conference also hosted a social night complete with dee jays and dance floor, as well as a cultural night in which students performed acts from their home countries.

Last month's MMUN experience could not have been possible without the help of parent volunteers, local businesses, and the city of Sedona. All who participated wish to extend their sincerest appreciation for everyone who helped make this experience happen. Lives have been forever changed, and we are forever grateful.

Letter from the President

Spring: When your nose does more running than you do. -Anonymous

Hello everybody,

Spring has sprung, and so have allergies! Your children are likely exhibiting the symptoms of red, itchy, watery eyes, runny and sneezing nose and in some cases cough. While over the counter antihistamines are useful at relieving allergy symptoms, I'd like to share some natural ways that are just as effective.

1. Daily hair washing before bed. Many people do not realize that hair is a pollen magnet and if you don't wash it off especially before bed time it will stick to your bedding. The same is true for changing clothes when finished outdoors.
2. Saltwater irrigation of the nose and sinuses is very helpful. When the nose is clogged, irrigation with salt water can provide instant relief.
3. If itchy and watery eyes are a problem, cool compresses will help reduce itching and soreness. Over the counter homeopathic eye drops can help such as Allergy eye relief by Similasan and others.
4. Here are just a few of the many foods that can help fight allergy symptoms. **Honey** should be taken prior to allergy season and needs to be made locally to reflect pollen in your area in raw form. **Vitamin C** has been shown to be very effective at managing allergies in several studies. Fruits and vegetables high in vitamin C include, kiwi, peppers, papaya, kale and of course citrus fruits. **Bromelain** present in pineapples is another natural ingredient that has been shown to be effective in minimizing allergies. Foods rich in **Omega 3 fatty acids** can help fight inflammation and help allergies. Flax seeds, chia seeds and fish are just some examples of the foods rich in omega 3 fatty acids. **Supplements** are also effective in easing the symptoms of colds and allergies. N-Acteyl- L-Cysteine or NAC; Quercetin, an antioxidant that helps relieve allergy symptoms, and stinging nettle leaf are all available in supplement form.

For most of us, dealing with allergy symptoms is a way of life. Consider these natural alternatives for reducing and/or effectively managing yours naturally.

Respectfully yours,

Steven Paley, President
Sedona Charter School Governing Council

staff >>>

Lower Elementary:	Katarina Houser, Amy Tedrick, Amy Alexander, KC O'Connor, Deborah Williams, Dolores Biermann, Stephanie Schmid
Upper Elementary:	Suzi Ashley, Maija Alanen, Lisa Mercer, Mackenzie Pace, Jacquie Randall
Middle School:	Lauren Rondeau, Laurie Altringer, Ana Hansen
Orchestral Strings:	Kristina Beachell
Drama:	Lauren Hendler
Administration:	Alice Madar, Jannette Villalobos-Gil, Stephanie Knight
Title I:	Bob Wentsch
Special Education:	Lucy Schwill, Cynthia Tyler

contact us at 928-204-6464
www.sedonacharterschool.com

165 Kachina Drive
Sedona, AZ 86336

our mission... *Our Montessori school challenges each child to achieve excellence through an individualized program, which includes a schoolwide musical strings program. We inspire a passion for learning, instill a sense of personal responsibility, and cultivate a respect for the environment and involvement in the community.*

looking ahead >>>

May 2019

Classroom Happenings

Ask A Teacher

Around Campus

Year End Ceremonies

around campus >>>

What's In a Field Trip?

Exploring and utilizing the world outside the classroom are integral components of the Sedona Charter School experience. Children participate in an array of field trips each year. As students mature and display appropriate levels of responsibility, they are expected to "go out" to complete or enhance their work.

Maria Montessori's ideal for a child's school experience was a purposefully limited environment where key lessons provided jumping-off points for additional exploration outside the classroom. Going out, as it is known in Montessori terms, is designed to foster independence and resourcefulness, as well as offer children important real-life experiences. As students pursue greater depth in their studies, it is necessary to enter the "real world" to gather additional information. That's why our students visit museums, interview specialists, or investigate rock outcroppings firsthand.

In addition, teachers lead trips to the library, theaters, museums, and parks. Lower Elementary children visit the Grand Canyon annually, and Upper Elementary students plan two big trips per year, as well as camp-outs and smaller excursions.

Montessori education is very much about letting children experience the wonders of the world in which we live. That's why we encourage all children to participate in a series of carefully organized field trips. We strive to explore the world outside the classroom through hiking, biking and excursions beyond our campus. Whether it's visiting the local fire station or a museum in Phoenix, or the Flagstaff planetarium, we are awakening children to the wider world.

Maria Montessori felt it was imperative to allow the child to experience the world by immersion. To this end, she encouraged "going out." Going out is not just an extended walk or a field trip. Going out is a process of fanning the spark of imagination in the students, allowing them to fixate on a thought, discuss the possibilities, gather resources, refine a plan, execute the field trip, and discuss the event upon completion.

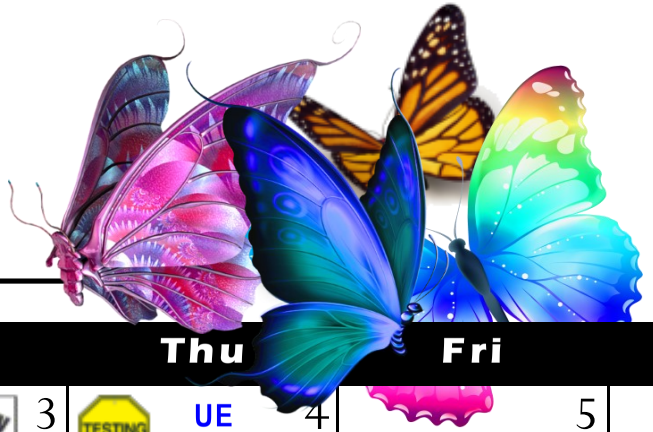
Our goal as Montessorians is to provide children with the tools to master the world around them by giving them the opportunity to actually try it out. Teachers and students plan together answering questions like: how we are getting there; what we are going to see; is there a cost; how long it will take; will we need food and water; what should we wear; and what other questions do we need to ask. The planning of our major events is indeed shared by the students. Were we to provide the experience without building the framework together, the trip would not lead to independence but, in this age, a sense of entitlement.

The discussions and planning prior to any trip, including fundraising, logistics, scheduling, and student needs are just as essential as the trip itself in the development of a child. Students are better equipped to appreciate and absorb the experience when they have been part of the planning process. Once the actual event occurs, everything that students have internally learned individually benefits the group. Students have the real-life opportunity to encourage one another, laugh together, self-correct and just exist together. This collective observation is more than the sum of its parts.

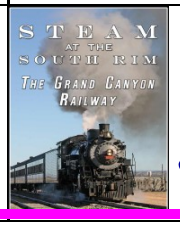
Upon returning from any trip, the culture of the classroom is changed. New experiences meld into the collective consciousness; new levels of independence arise, and new appreciation for the larger world has been brought to each child. We have increased the dignity of each student by providing an outlet for mental potential. The hands, feet and five senses teach the child.

Sedona Charter School

APRIL 2019



Keeping parents informed

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 SEDONA CHARTER SCHOOL	TESTING 2 Grade 3 and MS Writing	3	TESTING 4 UE Writing PETER AND THE WOLF ALL SCHOOL FIELD TRIP	5	6 Staff Training Day
7	8 SPRING PARENT CONFERENCES	TESTING 9 Grade 4 Grade 8 Science	TESTING 10 UE Math UE Reading 3:30 pm Fundraising Committee Meeting	TESTING 11 UE Math UE Reading	12	13
14	15 MS FIELD TRIP	TESTING 16 Grade 3 and MS Reading/ Math 3:45 pm Governing Council Meeting	TESTING 17 Grade 3 and MS Reading/ Math 3:30 pm Fundraising Committee Meeting	18 UE FIELD TRIP ARCOSANTI	19	20
21	22	23	24 3:30 pm Fundraising Committee Meeting	25	26  LE Grand Canyon	27
28	29	30	*Looking Ahead:* May 1—Early Release; May 3—Swings & Strings Event; May 6-10 — TEACHER APPRECIATION WEEK; May 15—An Evening with Strings @ SRRHS PAC; May 19-22 — UE Field Trips; May 23—LE Year End Ceremony; May 24—8th grade graduation; May 24—6th grade promotion; May 24—Last Day —Early Release; May 28-31—Staff Week			