Follow the Child
THE MSGH COMMUNITY NEWSLETTER

IN THIS ISSUE
The Phonetic Object Box  2
Montessori 101  8
Parent Education  10
Nothing Better Than…  12
Adolescent Program  14
Annual Report  16
Garden Party  22
Mystery History  24
The Colored Globe  27
Outreach  29
“The past beats inside me like a second heart.”
John Banville

Many years ago, when I was a new teacher, I gave a lesson using the material called the “Phonetic Object Box.” The Phonetic Object Box is one of my favorite presentations in the Primary environment. It is simple and brilliant. The material consists of a beautiful box containing 8 to 10 miniature duplications of common objects whose names are all 3-letter words, e.g., hat, pig, cup and fox. The material also includes paper, a pencil, a pair of scissors, and labels with the name of each object. This lesson is presented to a child who has been exposed to and has absorbed all the skills required to read but doesn’t yet know he can read. It is designed to have the child come to this awareness on his own. It opens the child to an entire new world, and it never failed to give me goose bumps when a child made this amazing discovery. In my time in the classroom, I gave this presentation hundreds of times; however, this particular time stands out in my mind: Let me tell you the story.

I was giving this lesson to Dan, a 4-year-old boy. I put the objects on the table, one at a time, naming each one. Then, with great drama, I whispered that I was going to write a secret. I cut a small piece of paper and, wrapping my arm around my work, effectively hiding what I was doing (it was a secret after all), I wrote the name of one of the objects on the paper. I folded it up very carefully and handed it to Dan without saying anything. Dan took the tiny piece of paper, unfolded it and began to sound out the word I had written. He sounded it out slowly, then faster, repeating it several times until he shouted out “Hey! It’s hat! It’s hat!” I said, “Yes it is. You read a word!” His eyes were as big as saucers and the excitement on his face made me wish I had a camera to immortalize the moment. This was the goose-bump moment that I typically experienced when
"The child who concentrates is immensely happy."
- Dr. Maria Montessori
following this presentation, but let me keep going and explain why this time was a little different. I invited Dan to find the object that matched his word and label it. We continued in this way, me writing the secret note, and Dan reading and labelling the appropriate object. When he had labelled all the objects, I gathered all the pieces of paper together and stapled them. I said to him, “Now, you have a book of words that you can read whenever you want. Also, when you want to do this work again on your own, there is a set of words for you to read and match with the objects.” I asked him if he would like to do the work again now, but he shook his head, took his little book of words, clutched them to his chest and walked away from me. That was around 10 o’clock in the morning. For the rest of the morning, Dan didn’t attempt to do any other work. Instead he moved around the classroom with his precious ‘book’ still clutched to his chest. Every now and then he would stop, look at his book with an expression of awe and joy, bring it back to his chest and continue on. I did not even think about interfering and guiding him to work. He was obviously basking in the sheer joy of his discovery and accomplishment and I was not going to mess with it. Dan of course worked independently with the Phonetic Object Box many times after that -- (I regularly changed the objects) -- and he became an avid reader, moving through the subsequent reading materials with joy and enthusiasm.

You can tell, I’m big on memories and the retelling of them, particularly the good ones. I come by it honestly. I am Irish, and storytelling is deeply entrenched in our culture. I also come from a family that has a long tradition of storytelling. Whenever we gather we -- from the youngest to the oldest -- can spend hours telling and retelling stories of old and loved memories. These times are often loud and full of laughter and joy as some listen and some talk. They always leave me with a fortifying sense of warmth, joy and belonging.

The story I just told is one of my favorites from my time in the classroom, but I have many and I love to retell them. None of these moments are earth shattering; most are
quiet and subtle but still no less life-changing, powerful and influential (ask Dan). Each one is precious to me because I lived them and remember them as crystallized moments in my past. The thing is, we make memories all the time if we take the time to be in the moment. I continue to make memories, moment to moment. Just yesterday, while having lunch with the teachers, we reminisced about very recent experiences with children that made us laugh and comment on how awesome these little people are every day.

Storytelling is so essentially human. It passes on culture, preserves history and creates a sense of human continuity and connectedness through time. So, why am I sharing this with you now? Well, I have a purely selfish motive: I want to hear from you. I want to hear your stories about MSGH. I want to hear what made you smile, or laugh, what made you feel comforted, supported, joyful, excited…. Please tell me, I want to hear them all, recent, long past and everything in-between. You can write down your stories, record them, come in and tell us in person or share them in any other mode you can think of. Let’s connect through our memories and our stories and recreate an intimate history of MSGH and its people through time.

Una

We hope to create a collection of MSGH stories to feature on our website and future publications.

To share your MSGH stories or memories with us, please e-mail them to unab@msgh.org
MSGH Happenings
The alarm sounds. Your little one wakes up joyfully and hops out of bed. She chooses clothes appropriate for the weather and dresses herself. She scampers downstairs in a timely fashion, sitting properly at the table while eating the beautifully prepared breakfast before she’s off to brush her teeth. Within moments, she has her coat on and is ready to head out the door. She was even five minutes ahead of schedule. Your alarm clock goes off, and you realize it was all a dream!

For most families, morning routines never go as smoothly as desired; often leaving everyone in a frenzy and not in the best mood to begin a fresh day. It can be a struggle to get our little one out of bed, dressed, fed, and set to go, all the while keeping the home a calm, friendly environment. The entire morning routine is not set for a child’s pace. Children thrive with order and routine, and tend to have outbursts during times of transition. The morning routine consists of several transitions in a row. When put into the child’s perspective, it’s no wonder mornings can seem overwhelming for small toddlers who feel a lack of control and time.

While the sensitive period for order is strongest between 6 months and 2 years, it can last until the age of 5. This sensitive period involves aspects of sequence (beginning, middle, end). It is very important for the young child to dwell in an environment of consistent order. This allows the little one to find a point of reference and feel secure in it.

The home environment, therefore, needs to be kept consistent, helping to preserve stability in the child’s most comfortable setting. Keeping a consistent rhythm to your day allows the child to feel secure, knowing he/she can adequately predict the next step.

Creating physical order within your home will also help ease any anxiety and tension your child may be experiencing. The very young child depends on external order to aid him/her in the development of mental order. Of course, you cannot operate on a strict schedule at all times, but keeping basic activities (lunch, nap, dinner, bath, bedtime routine) consistent is helpful. If the majority of young children’s day are structured and consistent, they will be more understanding and less stressed when the occasional “hiccup” occurs.

“Order is one of the needs of life which, when it is satisfied, produces a real happiness.”
- Dr. Maria Montessori
"Development is a series of rebirths."

Dr. Maria Montessori
Parent Education Events

Adolescent Program
Thursday, January 26th 5:30 to 7:30 p.m.

Parents, one and all, are invited to attend this presentation on MSGH’s Adolescent Program. Learn how MSGH’s authentic, land-based Montessori Adolescent Program provides a broad range of experiences to meet a young person’s need for intellectual stimulation, creative expression, independence, responsibility, social development and personal growth.

Primary: Math
Thursday, February 16th 5:30 to 7:30 p.m.

The child’s mind has a natural capacity for counting, comparing and calculating. There is a human tendency for order, exactness and precision. The math curriculum at the primary level is comprised of 4 key areas;

Introduction of Numbers from 1 through 10

• Parents will have the opportunity for plenty of hands-on experience with those materials that focus on the concept of quantity and symbols 1-10.
• Come and get your hands on the number rods and appreciate the child’s first concrete introduction to math. Learn about the importance of one-to-one correspondence and how the concept of odd and even numbers is introduced.

Continuation of Counting

• These activities will demonstrate how, with the help of the material, children can readily grasp the concepts of teens and tens. Come and experience those activities which reinforce linear counting through extensive work with the chains. You will gain a greater appreciation of the importance of these early math activities and how they prepare the child by providing a strong foundation for later math work.

The Decimal System

• The decimal base system is the most common number system used today. What made and makes this system so significant to mathematics is that it is a positional/place value system. Practice the four mathematical operations of addition, subtraction, multiplication and division using a variety of key didactic materials.

Memorization and the Passage to Abstraction

• Dr. Montessori believed that teaching math should involve more than memorization; it should involve clear understanding of the concepts. Lessons presented from the previous 3 key areas serve to pave the way for memorization and abstraction of the concepts for the children. Come and experience those key materials that serve to aid the child in the memorization of math facts. It is repetition of activities with these materials that provides the key to memorization.
Elementary: How Montessori elementary environments stimulate true motivation
Thursday, February 16th 5:30 to 7:30 p.m.

Motivation is a key component of success in any educational environment. It is the force that gets us into an activity and keeps us going. There are many theories about the sources of motivation, as well as about the relative benefits of the two kinds of motivation, intrinsic (engendered by the sheer pleasure of the activity) and extrinsic (engendered by external rewards or punishments). Can a school setting increase or decrease a child’s motivation? We believe it can and does! During this parent event we will explore the ways in which the Montessori elementary environments foster motivation. We will also take a look at recent research on motivation and discuss correlations with Montessori theory and practice. Come with your questions and join the discussion!

Upcoming Event

Green and Gold Gala
The Montessori School of Greater Hartford’s Green and Gold Gala will celebrate Úna and her incredible commitment to our mission and the children of our community.

Save the Date: Friday, May 5th
Farmington Gardens
Farmington, CT

To join the Gala steering committee, please contact the Director of Advancement, Kara Fenn at karaf@msgh.org.
Nothing better than...  

By Renee Lockhart

A long time ago, I realized that there could not be a job more significant than that of being a parent. Nothing has been, is, or ever will be comparable to the blessing of parenting my four amazing individuals. For this reason, I recognize that parenting is not a game. The towel cannot just simply be thrown in when there are moments when I feel down for the count. I cannot pick and choose when I want to be available; hence, my presence is inevitable.

Being a parent consists of working literally from dawn until dusk. There are days when I am tired -- exhausted, to be quite frank. I have been kissed, hugged, vomited on, defied and at times dismissed. Nonetheless, I would not trade my role for any other in existence. Every day my children Leonard, Xarea, Xavier and Brielle (ages 20, 19, 13 and 7, respectively) can have a powerful effect on the life of another person, originating from the influence of my parenting.

When my daughter Brielle plays at recess, will she decide to include or exclude someone from the game? When my son Xavier walks through the hallways of middle school, will he stand up for someone he sees being intimidated or mistreated? Will my daughter Xarea, away at school in New York, assist and advise the friend who is committing acts against his/ her own best interest? When my oldest, Leonard, walks across campus at University of New Haven, will he encourage his peers to be accepting of the differing perspectives and beliefs of others?

I love my children, more than I ever imagined I could love another human being. Nevertheless, parenting goes beyond the feel-good moments of hugs, kisses and cuddles. Guidance and support are what I am depended on to provide as they move toward all they were called and destined to be. While the learning continues, here are some helpful tips that have been imparted to me on this journey of being a mom.

1. Take the time during the first several years to build a foundation. Lay the bricks of love and discipline.
2. It is perfectly fine to say no.
3. Every decision does not need a reason nor does it need to be explained to your child.
4. You and your child are not friends. This is your time to parent. Friendship will come when your child is old enough to handle the terms of that kind of relationship.
5. It is important to prepare your child for the world and not the world for your child.
6. Read, read, read.
7. Relax, proceed with caution and remember most of the time it is just a phase. If this is an issue that you will not be dealing with in five years, take it all in stride.
8. Sing, dance and rock out with your child.
9. Lastly, and most importantly, remember childhood happens in the blink of an eye. Enjoy the good and challenging times. Look at their tears and smiles. Listen to their laughter. Feel their hands inside yours. There is no greater gift that parents can give to their children than being mindful to be present and in the moment.

Enjoying the holiday with her four children (Xarea, Brielle, Xavier, and Leonard), Renee Lockhart (MSGH Primary Guide) celebrates Thanksgiving.
“We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit.”

– Dr. Maria Montessori
As part of their orientation week to Millstream, our adolescent students (7th-9th graders) spent a beautiful fall day paddling down the Farmington River with their teachers and Ken Feder, Professor of Archaeology at Central Connecticut State University. This day helped strengthen the bonds of their Millstream class, as well as broaden the students’ perspective of their local history and geography.
"But, above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of manhood and becomes a member of society."

Dr. Maria Montessori
The Annual Fund giving levels recognize those donors who contributed gifts to the MSGH Annual Fund between July 1, 2015 and June 30, 2016. Your generosity raised over $108,000! This is our highest grossing Annual Fund to date! Thank you to our volunteers and staff for making this possible!

**Maria Montessori Circle**
Anonymous**
Ellen M. Brown**
John and Lorri Chapman
Akshay Kumar and Duan Sun
Jung Lee and Sunny Lee
Tatsuo and Terresse Shirane**
Family Association: 50th Anniversary Gift

**The Pink Tower Circle**
Anonymous **
John and Suzanne Bourdeaux **
Michael Christopher and Jennifer Apgar**
Dr. Reinaldo Figueroa and Dr. Jennifer Johnson

**The Director’s Circle**
Bruce Beatt
Ryan and Jennifer Ford
Steven and Leesa Heath
Dr. Shawn and Rebecca London**
George and Leah Murchie**
Sam Nanayakkara and Stephanie Gooptu**
Pati Scully and Martha McCoy**
Peter and Sarah Stevens

**Benefactors**
Dr. Arvind Suri
Úna Barry**
Adrienne and Suzanne Billings-Smith
Elaine Bourdeaux**
Margaret V Richardson**
Dr. David and Dr. Ellie Schmelzer
Kevin Vicha and Gloria Addonizio

**Sustainers**
Ken and Orla Black**
John Bourdeaux
Ronald and Shelia Caselas**
Christopher and Clare Dowd**
Dr. Lenworth and Hyacinth Ellis**
Dr. Allan and Dr. Jenny Kwon
Anne Martin
Stephen McDonald and
Cathy Flavin-McDonald**
Brian and Ann Osoba**
Leon and Jennifer Pierce
Dr. Mark Preston and Bonnie Huang
Teresa Reynolds**
William Strempfer and Mary McHale**

**Patrons**
Peter and Kathy Aldridge**
Houssam Amer and Sahar Al Seesi**
Anonymous
Scott and Amanda Aronson**
Michael and Cathy Bayer
Andrew and Elaine Bronin
Luke and Sara Bronin
Yui Cheng and Jean Rim
Paul Cryan
Joannne Denton
Ajay Dhingra and Sejal Thacker
Brian and Rachel Flood
Yuriy and Tatyana Ganzman
Abraham and Aida Kaoud
Maurice and Kathy Kaoud
Carol Kuszik
Josh Lambert and Sara Kippur
Robert and Lynne Lofberg**
Marc and Karen Mathias
Nancy Rivera **
Douglas and Melinda Smith **
James and Susan Thornton
Eloy and Lauren Toppin
Jimmy Tseng and Ya-Li Tsai
David and Karen Tyson**
Stanley and Carol Wangrycht
Ralph and Joanne White**

**Supporters**
Anita D. Addonizio
Ray and Anayancy Aguilar**
Tesfaye Aklilu and Negest Retta

Thank you for supporting Education for Peace.
Thank you for supporting our Classroom Programming and Classroom Materials.

Supporters (continued)
Pieter and Kathy Ambachtsheer**
Don and Shelly Aronson**
John and Anna Barresi
Jamie & Dan Bellenoit
Steven Bonafonte and Catie Curran
Abhijet and Vasundhara Chimade
Shawn and Jessica Cote **
Dominick D’Amato and Auden Dicorcia
Martha D’Aquila**
Bhagyalakshmi Deventhiran and Sivaram Mohan
Ellen Erway**
Patrick and Eileen Flaherty
Aaron Frank and Kate Flanders
Stephen and Cristina Frenkel
Alan and Constance B Gibb
Seth Haaz and Bonnie Rose Schulman
Michelle Hebert**
John and Tracy Janik
Jack and Sally Kennedy
Peter and Samantha Kennedy
Richard and Erica Killer
Carroll and Emily Lane
Michael Leahy and Barbara Jarosz
Edward Lewis and Jody Osko-Lewis**
Ranford and Sherrie Lilly
Matthew and Laurie Mailhot**
Robert Markowski and Andrea Wagner
William Pete Mavrelis
Jack McArdle and Jacqueline Romano
William McDonald and Kara Fenn
Thomas and Jill Moorcroft
Dr. Robert Oberstein**
Tomiko Blais and Steven Odorczuk**
Felicia Otoo
Anand Palani and Asma Fadra
David and Marama Pramanik
Martha Radford
Jonathan and Julie Reuning-Scherer
Gordon and Caren Ross
Daniel Senecal and Gulen Tuncer Senecal
Dr. Mohammed Simjee and Yasmeen Aziz**

Supporters (continued)
Vijay and Tripta Suri
David Tanner and Kiley Gosselin
Eric and Kamie Thornton
Pelma Vaccaro
Jennifer Van Scoter**
Deborah Vennos
Philip Wellman and Leslie Smith
Nancy and Olive White**
Bradford and Mary Wilkinson
Christine Wirges
Bob and JoAnne Younger

Friends
Monique Anthony
Robert and Teresa Apgar
Linda Arnold
Nellie Artymiak**
Jessica Baez
Antal Balla and Marcia Wang
Maria Bautista**
Dan and Melissa Becce
Christine Blais
Darren and Anna Ciccolini
Joshua Cohen and Sally Tittmann**
Kamil Czajkowski and Monika Harasimowicz
Bill and Linda Donoghue
Devon Eamiello
Alexander Ellis*
William Ellis*
Roman and Julia Erlikh
Magaly Ferrer
John & Elizabeth Flavin
Christianne Forchette
Linda Foster
Dianne Georganantas
Ron and Susan Haines
Logan Hebert~
David and Nina Hoff
Robert and Jean Joyal
Vince and Karen Lebuffe

Montessori School of Greater Hartford
Friends (continued)

Rebecca Lepow
Dean and Suzanne Levy
Mr. and Mrs. Leonard Lockhart**
Salvatore and Phyllis LoSauro
Liza Martin**
Brenda McVerry**
Mark and Laura Mieley**
Perahanood and Tiffany Mohammed
Marianne Moore
Brett & Joanna Nowlan
Mort and Leona Oberstein
David Pipins Jr. & Christy D’Aquila
Carlos and Kathy Riveros
Isabel Rodriguez
Chirag and Toral Sanghavi
Edward and Elizabeth Spinella
Arzu and Carlos Stetzelberg
Alexandra Tyson*
Barclay & Lucy Tittmann
Jerry and Dee Vowles
Paul Walsh
Eric and Gina Wangrycht
Leslie Wetmore**
Rob and Nadia Woodman
Michael and Ellen Zenke

*Indicates Alumni
**Indicates Five Years of Consecutive Giving
~Indicates Current MSGH Student

We applaud the following for their matching gifts or charitable programs.

Adobe
Aetna Foundation
Amazon
Arch Re Underwriters
CIGNA
Target
United Health Group
United Technologies
United Way

Every effort has been made to ensure that the lists contained in this report are accurate and complete. If your name was omitted inadvertently, please accept our apologies and notify our Advancement Office at 860 236 4565 ext 27.

Thank you for supporting our classrooms and students’ love of discovery.
It was a night of celebration, levity, purpose, and fun; last May’s Annual Auction Gala, *Deep Roots New Growth*, grossed over $54,000 towards our school’s programming. Thank you to our volunteers and staff for making this possible!

We would like to express our upmost gratitude to Julia Erlikh and Rosi Naut for co-chairing this incredible evening. Additionally, we would like to thank MSGH parents, Brian Amaker, John Barresi, Luke Bronin, and Mike Christopher, for lending their talents to our Live Auction. John Barresi stepped in brilliantly as the evening’s Master of Ceremonies and did an incredible job keeping the evening fun and focused on our true purpose, the MSGH mission and MSGH students.

In addition to supporting our programming, this evening honored Teresa Reynolds and her 30-year commitment to our school. Teresa’s dedication over the past 30 years to her students, their families, and to our entire community is the gold standard to which we all strive. Thank you, Teresa.

**Thank you to our Gala Sponsors!**

**The Great Lessons**  
Owens, Renz & Lee Co., Inc.

**The Work Cycle**  
Tersesaa and Tatsuo Shirane

**The Prepared Environment**  
Anonymous  
Michael Christopher and Jennifer Apgar  
The Flood Law Firm, LLC  
Stephen and Leesa Heath  
Shawn and Rebecca London  
Simsbury Bank

**Practical Life**  
Una Barry  
Araba Bolton and New York Life  
Ellen Brown  
John and Lorri Chapman

**Practical Life Continued**  
The Hebert Family and Naturally Furry Market  
Daniel Senecal and Gulen Tuncer

**Grace & Courtesy**  
Advanced Security Technologies INC  
Construction Solutions Group LLC  
Stephen and Cristina Frenkel  
Ravya Taghavi and Keith Lemnios  
Carroll and Emily Lane  
Meriden Dental Associates  
Premier Dental, PC  
Bonnie Huang and Dr. Mark Preston  
Jennifer Van Scoter  
Patrick L. Scully and Martha L. McCoy  
David and Susanna Seder  
Douglas and Melinda Smith
Thank you to the Gala Patrons for being instrumental to our Development program.
Garden Party
The founder of the American Red Cross, the creator of the Montessori educational philosophy, ancient leaders, modern-day actors, scientists, engineers, athletes, authors, and innovators: Mystery History Day had a cornucopia of characters! The elementary students researched and proudly presented their historical figures to their families and peers. This annual project is a beloved tradition in our school. Who knows what characters we have to look forward to next year?
“Within the child lies the fate of the future.”
Dr. Maria Montessori
The Colored Globe

By Kara Fenn

From time to time, I have the opportunity to observe our classrooms. It’s such a luxury to have access to our classrooms and witness small moments of wonder at every level of programming. It’s a real treat. The morning of our fall Grandparents’ Tea was such an instance; Una was to present the Pink Tower lesson to our gathered grandparents and I popped into Primary Three to ask if we could borrow the classroom’s Pink Tower material. Wide eyed faces were locked on me as I began to deconstruct the Pink Tower. After several reassurances to these students that I would return their Pink Tower and several promises that I would take very good care of it while out on loan, I made my way towards the classroom door. As I left, a child was carefully and joyfully exploring the Colored Globe. She turned the Globe on its stand, discovering the vibrant continents and oceans through her small hands. She met my eye and with tremendous conviction declared: “I have the globe.”

The Colored Globe is maybe only second to the Pink Tower as the most “recognized” Montessori material. It’s iconic to Montessori and is a favorite of Montessori alumni. Perhaps this popularity stems from its prominent position in Primary birthday celebrations; former Montessori children can remember proudly carrying the Colored Globe around the “sun,” symbolizing their years on planet earth. The popularity and respect this material commands is obvious when you observe our classrooms. The young child will carefully carry this material through the busy hum of the Primary work cycle to his or her chosen work space. And, with a delicate and purposeful hand, turn the globe to explore its intricacies.

The Colored Globe, like the Pink Tower, is a material from the Sensorial Area of the Primary curriculum, which serves as the foundation for mathematics. The concrete purpose of the Colored Globe material is to represent the spherical quality of the earth and how its surface can be categorized into land and water, and how the land is further divided into landmasses called continents, while the water can be further divided into oceans. With this material, the classroom guide (teacher) introduces the names of the continents linking each continent with something to which the child can relate. For example, “This is North America, where we live. This is Europe, where Ms. Barry grew up.” The material is beautiful and appealing to the senses. As the child completes the Primary Cycle and transitions to the Elementary community, the foundation is set for her to grow from the concrete to the conceptually abstract.

The spiral curriculum of the Elementary classroom will reinforce the interconnectedness between all academics areas. As you know, the goal of Montessori education is not only to educate, but to inspire an insatiable appetite for learning and discovery. The purpose is not to fill up a child with information, but to shape the way he or she thinks, for life. The curriculum is designed to encourage children to become self-starting innovators who can make new discoveries, develop critical thinking, be excited by challenge and grow into adults who can navigate an increasingly global community.

Who will our young student with the Colored Globe become when she reaches adulthood? How will she take on the challenges ahead of her? As parents, you may find yourself thinking, “What type of life will my child make for herself?” “Who will she grow up to be?” “Will she be okay?” “Will she be successful?” As mentioned, the purpose of a Montessori education is not to fill children up with information, but to fill their lives with experiences. Experiences that will challenge them, offer them opportunities to explore and perhaps to fail, and then to navigate and work resiliently from that failure. This type of education offers them daily work to practice tenacity, as well as compassion and stewardship in conjunction with innovation. Our students are preparing every day for their future lives and future adulthood.

When I returned the Pink Tower to the Primary Three community, two enthusiastic three-year-old children assisted me in reconstructing it in its proper home. The child who had been working with the Colored Globe had chosen a new work. I don’t know what she’ll be when she grows up, but I imagine that she will take on this world with the same honest self-assurance of her, “I have the globe” statement.

"...she met my eye and with tremendous conviction declared: 'I have the globe.'"
“Imagination does not become great until human beings, given the courage and the strength, use it to create.”

- Dr. Maria Montessori
Outreach and Afternoon Programs

Collaboration, innovation, teamwork and joyful work are a cornerstone to an authentic Montessori environment. These are the core principles at the heart of our newly launched Afternoon Club Programs. Under the guidance of Toko Odorczuk, MSGH Outreach Coordinator, these fun and engaging clubs offer elementary students enriching opportunities to work on material that may be outside the scope of the morning and afternoon work cycles. Additionally, these programs offer parents and faculty an additional way to offer their unique skill sets in working with our students. This year, we kicked off with a Robotics Club and then a Spanish Club. Due to popular demand, both programs exceeded enrollment and additional days were added.

Next on the Afternoon Club Program menu is: Cooking Around the World

**Tuesdays, 1/17-2/14 or Wednesdays, 1/18-2/15 or Thursdays, 1/19-2/16, all classes are from 3:30 to 4:30 p.m.**

*Note: Registration and payment deadline for this session is January 11, 2017.*

Enriching Childhood and Strengthening Families

Family Workshops

Wednesdays: 9:00 to 10:00 a.m.
January 18th, 25th, February 1st, 8th, & 25th

The Parent/Infant class is designed for non-walking infants and their caregivers. Adults will have the opportunity to observe and interact with their child as he or she explores an environment prepared to support his/her natural curiosity and developmental needs. Informal discussions will allow caregivers to share their successes and challenges regarding topics such as breastfeeding, weaning, toilet learning, issues regarding sleep, and how to encourage freedom while maintaining limits. The Montessori-trained teacher will facilitate these discussions as well as discuss ways to promote language, movement, independence, and self-discipline at home.

**Fee: $100.00 for 5 week course**

Upcoming Program Spring 2017:

**MUSIC AND MOVEMENT**

Saturdays:
9:00 to 10:00 a.m.
March 18th, April 1st, 8th, 15th & 22nd.

Registration is now open for this program!
Help us discover.

Contributions made to our Annual Fund benefit each and every student, family, and teacher at MSGH. Your gifts will underwrite classroom materials, provide cultural enrichment programming, fund professional development opportunities for faculty and sustain MSGH’s financial assistance program.

Each member of the MSGH community—parents, board members, staff, alumni and alumni parents, grandparents and friends—is asked to participate in supporting the Annual Fund: We seek to attain the highest participation rates possible, and we encourage every family to give at the level that best suits them.

We hope you will take a moment to reflect on how a Montessori education benefits generations of children and families, as we invite you to join our staff and Board of Trustees in making a contribution to our Annual Fund.

The Annual Fund runs annually from July 1st through June 30th. Many local businesses will match contributions made to our school. To see if your company has a matching gift program, check with your company’s HR department or ask Kara at karaf@msgh.org. Thank you for supporting our Mission.
Montessori School of Greater Hartford

2016-2017 Annual Fund Campaign

Categories of Giving

<table>
<thead>
<tr>
<th>Education for Peace</th>
<th>The Maria Montessori Circle</th>
<th>$10,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pink Tower Circle</td>
<td>The Director’s Circle</td>
<td>$2,500-$4,999</td>
</tr>
<tr>
<td>Benefactor</td>
<td>Sustainer</td>
<td>$1,000-$1,499</td>
</tr>
<tr>
<td>Patron</td>
<td>Supporter</td>
<td>$250-$499</td>
</tr>
<tr>
<td>Friend</td>
<td>up to $99</td>
<td></td>
</tr>
</tbody>
</table>

I/We gift $_________________________

Name(s) ____________________________
(as you wish to appear in the Annual Report)

Maiden Name, if MSGH Alumna ____________________________

Address ___________________________________________

City, State, Zip ____________________________

Home Phone ____________________________ E-mail ____________

_____ Please initial here if you wish to remain an anonymous donor

_____ Please initial here if your company will match this contribution

☐ Classroom Materials and Programming

☐ Financial Assistance

☐ Faculty Professional Development

☐ Where MSGH needs it most

Should any fund become oversubscribed, MSGH will use the gift where it is most needed.

My gift is:

☐ In Honor of: ____________________________

☐ In Memory of: ____________________________

Affiliation:

☐ Current Parent

☐ Parent of Alumnus/a

☐ Friend

☐ Alumnus/a

☐ Grandparent

☐ Trustee

To give online, visit:

www.msgh.org ➔ Support MSGH ➔ Make a Donation

For questions, please contact Kara Fenn, Director of Advancement at 860.236.4565 ext.27.

Thank you for supporting the Montessori School of Greater Hartford!

Montessori School of Greater Hartford | information@msgh.org | www.msgh.org | 141 North Main Street, West Hartford, Connecticut 06107
860 236 4565 | f 860 586 7420 | Tax I.D. number: 06-0804807
"Free the child's potential, and you will transform him into the world."

Our Mission: Montessori School of Greater Hartford fosters a strong foundation for confident, compassionate participation in the world by nurturing each child's unique gifts, passion for learning, and independence. As a community, we enrich families, live our diversity, and embody the Association Montessori Internationale standards of excellence.