Bay Farm Happenings
See what has been happening here on campus.

Curriculum Corner
View a snapshot of each level's curriculum plan for the upcoming months.

Specialist Spotlight
News from ArtLand, PE, Theatre, Music, and more!

Fundraising
The latest in Bay Farm Development and Fundraising efforts.

Life on Campus
A glimpse of the day-to-day at Bay Farm Montessori.
**A Look Ahead**

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**Concrete to the Abstract**

**Putting ourselves in our child’s shoes**

Last week we hosted parents for our first ever Montessori Journey. The purpose of the Journey was to help parents build a better understanding of Bay Farm’s unique, arts-integrated Montessori program by allowing them to spend time at each level exploring the materials our children work with every day.

We gathered together in the Great Room, organizing with name tags and notebooks and set off for the Toddler House. Having ten plus adults in a toddler house classroom demonstrated how purposefully prepared these spaces are for tiny bodies. Giant parents squeezed into 12-inch chairs and used child-sized materials — a clear reminder to me of how uncomfortable a child might feel in an adult-sized world. The evening progressed from Toddler to Children’s House, to Elementary I, and Elementary II and the furniture grew to a more comfortable size. As physical comfort expanded, the content became more complicated, more abstract, and for many, much less comfortable — another reminder to me of how uncomfortable it can be to jump into the abstract without a firm grounding in concrete understanding.

Many school curricula demand rote memorization of equations and facts without concrete experiences. The outcome is we learn how to solve equations without learning what the resulting solution means. At Bay Farm, we believe in Dr. Montessori’s research backing up the creation of materials that establish abstract ideas as fundamental concrete experiences.

Many school curricula demand rote memorization of equations and facts without concrete experiences. The outcome is we learn how to solve equations without learning what the resulting solution means. At Bay Farm, we believe in Dr. Montessori’s research backing up the creation of materials that establish abstract ideas as fundamental concrete experiences. The amazing thing to me about these concrete materials is that often they are self-correcting, so the student cannot “solve” the work without arriving at the correct solution.

During last week’s Journey, I was particularly taken with the way parents focused on the materials in the Children’s House. The silent concentration was very similar to what we all see daily with our children. The expressions on many parents’ faces were a mixture of confusion and seriousness. You see as adults we have to work backward from the abstract to see the connections. Many of us are products of traditional schooling models where the expectation was to arrive at an answer by using accurate calculations in a chosen equation. In contrast, our students develop an understanding of the application of the concept before getting to the abstract.

This event was an excellent way for us all to explore the connections between the concrete work children perform in the younger years and the abstract work they see when they reach the older levels. At Bay Farm, from the littlest students onward, their education is grounded in purpose-driven, meaningful work. This deep learning helps to develop young people with an ability to think academically and ethically, capable of creating a better, more sustainable future for us all.

- Conrad Wildsmith | Head of School
PARENT SATISFACTION SURVEY RESULTS
Each year we send out two parent satisfaction surveys to gain feedback on how we can improve. Here is a snapshot of common points made per level, and how we are addressing them to build on the future of Bay Farm Montessori.

B U I L D I N G O N T H E F U T U R E
W I T H Y O U R I N P U T

TODDLER HOUSE
We have plans to evaluate the Toddler House playground and to make the necessary improvements.

CHILDREN’S HOUSE
We have had professional development surrounding communication and plan to offer more parent education events to help with transparency.

ELEMENTARY I
Elementary I begins the second plane of development where there is a new found focus on the society, goodness, rules, and social constructs. Our School Counselor, Brooke, has been working on our social/emotional curriculum and working with students in groups to navigate this time.

ELEMENTARY II
We are actively interviewing world language teacher candidates for immediate hire.

MIDDLE SCHOOL
Construction on the Middle School Building and the Shop will begin in March with a goal completion date of August 15.

PARENT SATISFACTION SURVEY RESULTS
Each year we send out two parent satisfaction surveys to gain feedback on how we can improve. Here is a snapshot of common points made per level, and how we are addressing them to build on the future of Bay Farm Montessori.
15th Annual

**5k Run by the Bay**

in memory of Royce Whitaker

**5K RECAP**

Thank you to everyone who attended our 15th Annual 5k Run by the Bay in October. We had over 200 runners participate in the Kids’ Fun Run & 5k along Bay Road. The post-race party was a big hit. Thank you to the Dow family for lending us their VW bus for our “beer garden”. Planning is already underway for the 16th Annual 5k Run by the Bay. We are excited to host a Safety Expo at our race next year, focusing on the importance of road safety.

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**The Bay Farm Halloween Party & Trunk or Treat**

This year marked our first-annual Bay Farm Trunk-or-Treat and Halloween Party on campus. Chaired by Paul and Dayna Travers, this event was more like a Bay Farm block party. The evening was filled with celebration as our Peace Path was lit up with carved pumpkins for our Pumpkin Stroll, and decorated for our very haunted woods. The parking lot was full of cars with their trunks decked out for our Trunk-or-Treat and students and parents had their best costumes on. It was a spooktacular Bay Farm event.

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![Images of 5k participants and Halloween party attendees](images)
BAY FARM SCIENCE FAIR WEEK

KINDERGARTEN
Kindergarten conducted science experiments throughout the start of the year, exploring terms such as prediction, hypothesis, and observations. They were encouraged to use these scientific terms when completing their science fair projects. This year, the kindergarteners explored sink and float, water pollution, the five senses, hibernation, gravity, sharks and much more.

ELI
In Elementary I the Science Fair serves as a way to show students that science is fun, accessible, and all around them. ELI students were tasked with choosing a topic of interest and completing one of the following: a research project, “Why are there sharks in Cape Cod Bay?”, an experiment, “What happens if I put Mentos in Coke?”, or an invention, “A Homework Checking Robot.” Students were expected to talk knowledgeably about their topic and answer questions as they present to their peers, adults, older students, and younger students.

ELII
Students in Elementary II were tasked with deciding on an idea that allowed them to collect data and conduct research on a topic of their choice. Students worked both in school and at home collecting data on their experiments and had to find the appropriate sources needed in order to write a grade appropriate lab report. Students’ lab reports included every aspect of the scientific method and how each step related and applied to their projects. They created trifold displays and presented to their peers, and teachers. Additionally, every student was provided feedback based on their grade level. Fourth and fifth grade students received feedback on their projects from sixth and seventh grade students and the sixth grade students received feedback from the middle school students.

MIDDLE SCHOOL
Middle School students were tasked with choosing a problem in the world that affects people, animals, and/or the environment and presenting a solution with an invention or an idea. Students either researched inventions that already existed and determined a way to improve the invention so that it worked more efficiently, or created a prototype of their own; researching what types of materials to use and how to help the issue at hand. Students were also responsible for completing a lab report that described the building process and incorporated sketches they made of their prototypes. During the STEAM Fair, Middle School students put their completed prototypes on display and presented to staff and students on their design requirements, the materials they used, and how their prototypes helped the issue.
**Toddler House**

**Piping Plover**: Michele McKale and Bridget Martin  
**Tern**: Rachael Dunbar and Beth Dennison  
**Snowy Owl**: Mary Sullivan and Kate Bray  
**Classroom Focus**: routines, practical life, sensorial, language, math, art, and science

The months of January through March will be buzzing with activity in the Toddler House. The children will know and follow our daily routine with minimal reminders, enabling us to focus more on lessons in the classroom and less on the reminding and reassuring the children about what is happening each day. In “Montessori Speak” this is called normalization, where the daily routine and rhythms of the classroom are just a normal part of their day.

On the days we stay indoors we will be able to focus more on different food preparations that the children enjoy. The children will be cooking, making play-dough, cutting fruits and vegetables, preparing food for themselves and others, and pouring themselves water from a pitcher, as needed. They will have a chance to choose other self-help activities as well.

Practical life activities will continue to focus on developing practical skills; fastening clothing, pouring, scooping, and more. These activities will change with the seasons and as always, the development of the students. The children continuously enjoy washing the tables, cleaning windows, the easel, and the chalkboard. They will know how to clean a spill and will do so, likely without being reminded. They may also be able to help wash dishes and clean toys if they wish. The students will be tirelessly working to dress and undress themselves in their daily clothing and also in their snow gear with minimal help as possible.

Art will continue to be a daily activity with options to paint, glue, or glitter to their heart’s content. At this time of year, it’s easier to introduce intricate lessons for the students who are ready, such as stringing beads along a pipe cleaner or making necklaces.

Our language, sensorial, and math areas rotate constantly based on the development and interest of each individual child. We observe each child daily so that we may ensure that the environment is prepared with the materials that the child needs to continue the steady growth of their development. During the year we try to incorporate different environmental or seasonal materials into the classroom based on the developmental readiness of our students. During the winter months we likely will incorporate snow or ice in a sensorial table or through a variety of activities.

These middle months are wonderful in that the children become a cohesive family-like group. They begin to really know and understand each other and they become confident that they are safe and loved at school, which enables them to take those leadership roles at some point within their classroom.

“A child who has become master of his acts through long and repeated exercises, and who has been encouraged by the pleasant and interesting activities, in which he has been engaged, is a child filled with health and joy and remarkable for his calmness and discipline.”

- The Discovery of the Child, Maria Montessori
CHILDREN’S HOUSE

Osprey: Chrissy Brodeur and Debora McLaughlin
Kingfisher: Julie Hurley and Kathy Caswell
Sandpiper: Lori Churchill and Annabell Chase
Heron: Norma Anthony and Taylor Hurley

January will bring many interesting curriculum topics to the Children’s House. We will observe nature and explore the elements as we study weather and the seasons. Our global focus will be on the snowy and icy continent of Antarctica and other arctic regions. We will learn about polar bears, penguins, and other animals that inhabit these arctic regions. As we focus on peace promotion, human kindness, and how to make the world a better place, Martin Luther King Jr. will be discussed.

In February, we all look forward to Valentine’s Day. Typically, the children exchange Valentine’s cards. If you would like to participate we ask that you do NOT put names on the outsides of cards. This will make it easier for the children to distribute their valentines more independently. This month each classroom focuses on Asia and the Chinese New Year, the Human body, American presidents, and Valentine’s Day.

In March, we will learn about Europe and St Patrick’s Day. Colors abound in the class-rooms as we learn about rainbows and colors. The children will enjoy experimenting with several color mixing activities throughout the classroom. We will also begin our study of the moon, the stars, and the solar system. Each planet will discussed and many hands-on activities will bring space to us.

Winter is here. Please send your child to school each day with hats, mittens, and warm jackets (labeled please). Once there is snow on the ground, the children must bring in snow pants and winter boots. We go outside every day that we can, and winter gear not only keeps the children dry but warm as well. Please help us by helping your child be independent when dressing for the winter weather. Mittens are easier for children to put on, and teaching them the order in which to get dressed is helpful. We sing our “Dressing for Winter” song during the winter months to the tune of “Mary Had a Little Lamb.”

First you put your snow pants on, snow pants on, snow pants on. First you put your snow pants on then your boots and coat.

Then you zip up your coat, up your coat, up your coat. Then you zip up your coat and put your hat on.

Then you put your mittens on, mittens on, mittens on. Then you put your mittens on and line up at the door.

Since some children attend different classrooms in the afternoon and a second recess in Children’s House, snow pants will be sent home every afternoon and will need to be sent back to school the following morning. Please send in extra warmer clothes for your child’s extra clothes box. If we have not already, the teachers will be exchanging the summer clothes with the warmer ones, and then send the summer clothes home in your child’s backpack.

Thank you to all of the families who have contributed healthy and fun snacks to our classrooms. It is important that the children have delicious and nutritious choices at school. Just a friendly reminder that lunches and snacks in the Children’s House remain candy-free. Thank you to all the families who have helped with cooking and art as well as coming in to read to our children.
KINDERGARTEN

Kindergarten: Chrissy Brodeur and Debora McLaughlin

In January, we will continue our exploration of coding with KIBO the robot. Then we will start our study of the human body. In groups of three, the kindergarteners will color, cut and assemble a body puzzle and then label parts of the body. The children will also label the external parts of their body maps that we traced at the beginning of the year. Next we will study the brain and the five senses.

In February, we continue to study the human body. We will explore the digestive, circulatory, respiratory, and skeletal systems and add them to their life size body map. We will discuss ways to keep our bodies healthy, including hand washing and avoiding germs. We will experiment with a project of growing germs on bread where the children could actually see the germs grow daily. We will have a dental assistant come in to review proper dental hygiene. Our “Safe Touching Program” will cover car, street, fire, and gun safety. We will also discuss strangers, getting lost, good/bad touches, as well as wanted and unwanted touches. These topics give our students a better understanding of how to get help, how to find a trusted adult, and how to dial 911. The children will learn and practice their phone number and their address. During Valentine’s week, our children will be creating and mailing a special handmade Valentine’s Day card for a kindergarten friend. They will practice writing out an address on an envelope, stamping it, and learn the process of how it will be mailed.

In March, we turn our attention to the Earth and beyond. We will explore space learning about the phases of the moon, the planets, and the stars. As we study the layers of the Earth, map the oceans, and learn about the water cycle, we will be taking a field trip to the Blake Planetarium. We will complete our study by making a clay globe of the Earth.

ELEMENTARY I

ELI: Mark Benoit and Katy Byrne

The Elementary I students enjoyed studying water last term and are ready to delve into our winter studies. Children now understand how the classroom operates and have further developed their skills. As such, winter is an ideal time to begin expanding their knowledge and desire to learn new subjects.

The winter curriculum focuses on history, and this year we will be studying topics related to Early Exploration. Some topics that we will cover are Native Americans, lives and accomplishments of early explorers, Vikings, ships, navigational tools, and time lines.

Students will also choose and undertake a related history topic to research at home. They will present their project to the class and community in late March. Information packets will be sent home by the end of January.

This winter we are excited to welcome a visitor from Plimouth Plantation as well as an impersonator of Laura Ingalls Wilder, famous author of the Little House on the Prairie series of children’s books. If by chance anyone has a background or interest in our subject please let us know, so that we can schedule a visit with the class. We will let you know of upcoming field trips and other visitors as we work out the scheduling. The music, arts, and drama programs will also be following our curriculum within their programs. This will culminate with a play performance on March 16th.
**Curriculum Corner**

**Elementary II**

**ELII: Kelley Kasak-Collins, Nancy Kennedy, Brianna Mastrogiacomo**

Life is never dull within the Walden classroom. The pathway to engagement and amusement goes both ways, and we are always amazed by how much we all learn about life and learning from each other. We ended 2019 with the perennial favorite: Secret Snowflake activities. Most students were particularly festive this year and went above and beyond in making their secret friend feel special.

Before we get into the upcoming Walden news, we want to let you know that after three cancellations, we were finally able to make it out to Walden Pond in Concord. We enjoyed hearing the big thoughts Thoreau had, seeing where he had them, how he lived, and also how he practiced living his beliefs. Along the way, we made a special stop at the Orchard House, childhood home to Louisa May Alcott. This visit coincided with reading *Little Women* and left a special spot in the girls’ hearts.

The National Geographic GeoBee Team continues to meet weekly before school. The team, composed of Christian, Fanoula, Giavonna, Giovia, Leelaa, Olivia, and Sophie, has been working diligently during our meetings and at home to prepare for the regional geography test. The school’s winner will advance to the state geography test on February 1. Stay tuned for the results. A special thank you is extended to the Branigan family for providing the team with bagels and cream cheese each week!

Straying a bit from the curricular news, the teachers have been learning a lot about “grit.” After reading the book Grit by Angela Duckworth, we were all inspired to work on helping the children build this quality, so you may hear them talking about it at home from time to time. The premise of the book is that passion and perseverance, in tandem, build in moving forward in life. High expectations along with a loving, supportive environment, build confidence and a willingness to endure. It encourages teachers and parents to praise sustained effort over natural talent. These are just a few of the tidbits that came out of the book; we encourage you to read it for a more in-depth look at the development of grit. Coincidentally, Carmen Codjoe, our room parent, shared an attachment with all of us called, “Famous First Failures,” which outlines the failed first attempts of some amazing people including Michael Jordan and Lady Gaga. I’m going to go over this packet with the students in the coming weeks. Thanks, Carmen, for sharing this gem and for everything else you do to support the Walden classroom!

Walden students just finished reading their second literature circle book. *The Midwife’s Apprentice, A Proud Taste for Scarlet and Miniver,* and *Atticus of Rome* are historical fiction novels meant to introduce the students to various components of the medieval history unit we will begin in late January. As part the fall long-term project, the girls also read the unabridged version of *Little Women* and the boys read *Trumpet of the Swan.* They brought their novels to life through discussions, character essays, and the creation of portraits and comic strips. The books generated a great deal of excitement.

Winter reading themes will include imagery, foreshadowing, using red herrings, and Greek mythology. Elementary II students continue to receive individually-paced grammar lessons. Depending on each student’s readiness, some upcoming lessons will include possessives, verb study, active/passive voice, sentence analysis (direct and indirect objects) double negatives, mechanics, and subject/verb agreement. The children continue to be introduced to different types of poetry twice a month; not only are they reading poetry, they also have opportunities to practice writing it. Fourth and fifth grade students are working on identifying main ideas, creating strong topic sentences, and fully developing their ideas through the use of examples and analysis. The 6th years will be wrapping up their Independent Learning Project research and then writing their research papers in the coming months. Finally, all students are learning how to use dialogue to bring their creations to life. This is part of an interdisciplinary unit coinciding with art and our cultural unit on Communist-era puppet shows.

Now that the geography and cultural study of Europe is coming to a close, we will begin studying the history of Europe. In addition, the students are using their writing skills to create a puppet show inspired by the Polish puppet theater prevalent during the 1930’s, 40’s, and 50’s. Small groups of students took a current event and are writing a satirical puppet show meant to inform their classmates about something currently happening around the world. The puppets are finished and the plays are almost completed; we expect the students to perform their shows at the beginning of February. In addition, we hope to go on at least one field trip this winter to help supplement our in-class cultural learning.

ELII students have continued their work on arithmetic, and all students are working on operations with fractions and decimals. These lessons will help the students transition into their next unit on measurement. Additionally, we will start looking at order of operations, mathematical expressions and equations, and graphing. In geometry, students are continuing to work with polygons, and three-dimensional figures. Soon, we will start working on classifying polygons, measuring angles, and working with circles.

In science, we are transitioning back into our Earth Science unit after wrapping up our Science Fair. We are going to continue working on our chapter on the water cycle and weather by discussing clouds, different types of weather, and the instruments used to measure it. This will get us into our final lesson in this chapter which focuses on climate. When we are done with the water cycle and weather, we will start our next chapter on the Earth’s surface where we will investigate rocks, minerals, and the elements that make up the world we live in.

We look forward to many days of fun and learning throughout the winter. Thank you for your continued support!
MIDDLE SCHOOL

Middle School: Brianna Mastrogiacomo and Kelley Kasak-Collins

The Middle School students have had a great start to the school year. They have just wrapped up some major school projects including the STEAM Fair and their "To Kill a Mockingbird" reading and projects. In Math, the seventh grade students have started to use their arithmetic to transition into pre algebra. We will soon start talking about the different mathematical properties for multiplying and dividing and understanding rational numbers, and expressions. Seventh grade students will start to see their knowledge being tested more frequently and connections being made with the work that they have done so far this year. Middle School students will also be assigned a project that will apply some of the topics they have learned this year to see where math can be used and applied in the real world. This will include, paying taxes, rent, car payments, and planning a vacation with a set salary.

In English Language Arts, the students just completed reading their second literature circle book, "The Seeing Stone" was meant to introduce the students to components of the medieval history unit we will beginning in late January. They also finished "To Kill a Mockingbird" as an at-home assignment. The book offered excellent opportunities to discuss important literary and cultural themes. Middle School students continue to receive individually-paced grammar lessons; some upcoming lessons will include an advanced pronoun study (think objective and subjective pronouns), double negatives, types of clauses, and subject/verb agreement. Students continue to be introduced to different types of poetry twice a month; not only are they reading poetry, they also have opportunities to practice writing it. The seventh graders are working on fully developing their ideas by providing examples and analyses to support their thoughts. Finally, the students are learning how to use dialogue to bring their creations to life. This is part of an interdisciplinary unit coinciding with art and our cultural unit on Communist-era puppet shows.

Now that the geography and cultural study of Europe is coming to a close, we will begin studying the important historical time periods of the continent. In addition, the students are using their writing skills to create a puppet show inspired by the Polish puppet theater prevalent during the 1930's, 40's, and 50's. Small groups of students took a current event and wrote a satirical puppet show meant to inform their classmates about some thing currently happening around the world. The puppets are finished and the plays are almost completed; we expect the students to perform their shows at the beginning of February. In the coming weeks, middle schoolers will begin getting a weekly civics homework assignment. The weekly topic is meant to be discussed at home with parents and/or grandparent and each student will be expected to write a short essay to discuss with their classmates.

In Science, students are wrapping up their chapter on the water cycle and weather and will start a new chapter on climate. We will be discussing different types of minerals, rocks, and soil. Additionally, students will look into the Earth's surface and the affects that different forces can have on Earth. The middle school students will continue to put new ideas and topics into projects and hands on activities. They are working on exploring new ideas and researching deeper into topics that we are studying.

Middle school students have a lot to look forward to this winter and spring. They will soon start working on building resumes in order to start applying for their internships that they will do in March. We will also start talking about different topics they can start researching for their TED talks, and they will start boat building in January.
Theatre:

Thimble Theatre: “Tikki Tikki Tembo”
Performances for Families
Tuesday, February 11, 11:30am

Thimble Theatre: “Stone Soup”
Performances for Families at 12:00pm
Tuesday, February 24, 11:30am

Kindergarten: “Spaced Out”
Performances for Families
Friday, March 27 at 2:00pm

Elementary I: “Three Ships”
Performances for Families
Monday, March 16 at 6:30pm

ELII and Middle School “The Timeline”
Performances for Families
Wednesday, April 1 at 6:30pm

Bay Farm Enrichment Presents:

Dear Edwina Jr.
Performances:
Thursday, May 14 at 5:00pm
Friday, May 15 at 7:00pm
Saturday, May 16 at 7:00pm

Physical Education

Brendan Loflin | This term in ELII, PE we will continue to work on our planks, push ups, sit ups, and other body weight exercises in warm ups. We will also start to integrate more timed running and continue to work on headstands and hand stands. Team games will also be played like Flag Football as well as manhunts. In ELI students will continue to practice jumping rope and other coordination based activities. The continuation of partner based exercises will be present. We will also begin to focus more on correct form when throwing and catching and the differentiation between sprinting and jogging.

In Kindergarten we will be focusing on eye coordination, dexterity, and following simple tasks. We will continue to play mini games and work on keeping focus on a given task for a longer duration of time. During class in Pre-K we will continue to focus on following of directions for a task and pacing when running and jogging. Yoga, as well as other stretches, will continued to be incorporated.

Learning Support Team

The Bay Farm Learning Support Team (LST) is comprised of two Learning Supporters and the School Counselor. The Learning Supporters are Kristen Boonisar and Shannon Paull, and the School Counselor is Brooke Camillo.

Kristen and Shannon work in the classrooms to support the student’s academic needs. Shannon works with students in Toddler House and Children’s House, while Kristen works with Elementary I, Elementary II, and Middle School students. Brooke Camillo leads the team and supports the social/emotional needs of students across all levels.

Brooke does so by facilitating groups, holding individual meetings with students, and providing direct support in the classrooms to students who could benefit from social and/or emotional guidance. The Learning Support Team is an extension of the Montessori classroom. Team members work collaboratively with classroom teachers to best support the needs of the students. The team provides additional support to any student at any time to strengthen a student’s ability to access the curriculum and thrive. We work together to ensure all students receive what they need, as we are committed to meeting the child where they’re at academically, socially, and emotionally.

The Learning Support Team works towards empowering students so they may feel increased levels of competency, confidence, and autonomy. They are committed to cultivating a sense of joy, purpose, and compassion in all Bay Farm students!

Please know that I am always available to parents as a resource. If you ever want to get in touch with me, do not hesitate to do so. BrookeT@bfarm.org.
**Musial**

The winter months will find Toddler and Children’s House students learning music and movement of Asia and Europe, as well as songs to celebrate winter and snow. We will explore elements of pitch and rhythm using classroom instruments such as shakers, rhythm sticks, hand drums, and bells. We’ll dive deeper into our study of the string family of instruments and each student will have the chance to play a small violin. In February we’ll listen to some American jazz and blues and learn about the percussion family of instruments. In March we’ll turn our focus to music of Ireland and the wind instrument family.

In late March, the Kindergarten students will perform their next play, which will be fun for all!

This winter, ELI students will explore elements of pitch and rhythm through songs, movement, instrument exploration, and music games. We will continue to study rhythmic notation but will also turn our attention to pitch and continue to focus on learning melody through the use of solfege. ELI students gave a wonderful performance of “Tide Pool Condos” and will begin working on songs for their next play in January. To tie into cultural studies in the classroom, we will focus on the folk music of Europe. Our instrument focus for the winter months is ukulele, and we will learn a simple folk song to feature in Celebrate the Differences at the end of the year.

This winter, ELII and Middle School students will begin to write their own instrumental music, using the theory skills they learned in the fall. We’ll showcase the vocal and instrumental pieces they learned during the fall semester in the winter concert, and will then turn our attention to preparing for their first class play in early April. In February and March, we’ll study American jazz and blues music and learn to play a blues tune, as well as how to improvise using the notes of a blues scale. In March, we will also begin learning folk music of Europe and South America to feature at Celebrate the Differences.

**Artland**

Julie Hawkins | I hope everyone had a wonderful holiday season. Children’s House students will be starting 2020 off jumping into a winter wonderland as they embrace this season. Snowflake art and winter scenes will adorn the rooms, as well as a visit to the arctic regions and sculpting adorable penguins. In February we will integrate classroom studies of Asia, and in March we will learn about dinosaurs and volcanoes with a fun time of working in clay and having colorful eruptions.

Kindergarteners start the season with one of my favorite videos “Stranger in the Woods.” This is a fun-filled adventure about winter, talking animals, and a secret snowman. It has an enchanting flavor that will help anyone appreciate this frosty season. The book was first written by author Carl Sam as a photographic fantasy in nature and later turned into a music video. Young artists will create large paper snowmen and then venture on to in-depth studies about the Arctic regions, as they create Arctic animals in clay and design scenes from this area.

Elementary I students are starting their clay curriculum, so please dress for mess. They will be integrating their classroom studies about water, animals, and their habitats that relate to water, and a variety of projects on the pottery wheel, as well as hand building. It is an exciting time of learning clay techniques, self-expression, and creating fabulous pottery and sculptures. Elementary II students will also be starting their clay curriculum when we return. They will continue to integrate their studies about Central and South America, as we learn about the culture, the arts, pottery, and sculpture from that region.

Middle School students will be on a clay and mixed media adventure, with a creative twist. Students will learn about mask making and will design masks that are realistic and imaginary. They will also integrate technology and art using an incredibly fun iPad app. Students will design wheel-thrown pottery on the app and then re-create it using the pottery wheel, as well as several exciting hand-building projects, including a realistic mask of their face.

It will be an exciting time of year for sure. I will post photos of the students as they work on the pottery wheel in the great room as well as their other magnificent artwork.
Every year we host Special Persons’ Day where students invite their special people to campus for the morning. They get to meet the teachers, see the classrooms, and visit the book fair. This year our shoppers were wowed by Book Fair Chair Britanie Greco’s transformation of the Great Room into an Enchanted Forest!

Our Elementary I and II classrooms and their Special Persons’ Day guests spent the morning making “no-tie” fleece blankets for the Plymouth Area Coalition for the Homeless. Over nineteen blankets were delivered to the shelter that is currently housing nineteen children of various ages. In addition to the blankets, Bay Farm’s Student Council organized a school-wide drive for the shelter. The contributions included toothbrushes, pajamas, diapers, and toys.

Bay Farm hosted its first Holiday Party at Stephen and Jessica Laaper’s barn. The Laapers transformed their barn into a magical holiday retreat. Glasses were filled with festive libations donated by Jason Trulby and his company Plymouth Wine Company. Plates were overflowing with mouth-watering appetizers and desserts created by Chef Sara Preston. If that were not enough to make a party terrific, music and games of chance were added – along with two fantastic bartenders! A big thank you to all that made this evening happen. If you missed this fantastic night out do not miss our next parent social “Trivia Night”, scheduled for March!

In November, our annual appeal to the Bay Farm Fund was mailed to all current families. Enclosed in the appeal was a letter written by current Bay Farm parents Joe and Laura Wagner which expressed what Bay Farm means to them as a family.

The Bay Farm Fund is the cornerstone to all fundraising at Bay Farm – the foundation upon which all other fundraising efforts rest. The Bay Farm Fund generates revenue that supports core activities, program enrichment, and school development. Many times we are asked the question “I pay tuition - why do I need to contribute to the Bay Farm Fund too?” Bay Farm is committed to keeping tuition costs down so that Bay Farm is accessible to all members of our community. By doing this a gap is created between revenue and operational costs. In order to bridge the gap, we must hold fundraising events such as the appeal for the Bay Farm Fund, the Bay Farm 5k Run by the Bay, The Annual Auction Gala, and the Bay Farm Golf Tournament. In addition, participation in the Bay Farm Fund is a measure of confidence in the school’s mission.

Participation is most important! Each gift, no matter the size, makes a significant difference! If you did not have a chance to read the letter or have not yet made a contribution to the annual fund – you still have time!

Celebrating the Accomplishments of our Students - Past & Present

Sophie Gaughan (6th year in Walden) competed in the 2019 Cape Cod Harvest Classic Competition in October. Sophie competed in the "Well Balanced High Beginner Free Skate" and earned the bronze medal. Congratulations, Sophie!

Nicole Johnson, Bay Farm class of 2017 and Sacred Heart class of 2021, has been busy this fall on the Cross-Country course! Nicole was Sacred Heart's MVP for the Fall season. This Fall, Nicole was inducted into both the National Honor Society and The National French Honor Society.

Ava Wagner, Bay Farm class of '19 is setting into life as a Notre Dame Academy freshman, class of '23. Ava hit the ground running joining the Freshman Field Hockey team, which finished the season with a record of 8-2-1. After earning a spot on the Principals List for Honors, Ava decided to join NDA's Ski Team.

Teelah Hall, Bay Farm class of 1990, and her husband Kriston welcomed their first child, a girl named Luna on August 22, 2019. The Hall family lives in the beautiful Vermont mountains where Teelah is a customer success manager. In addition to Luna, the Hall's have five chickens, a cat, two dogs, a turtle, and a Guinea pig.

Sarah Plotkin, Bay Farm class of 2018, is currently in her sophomore year at Falmouth Academy and still lighting up the stage! This fall, Sarah played the role of Marie Claire in the “La Belle et al Bete” which is the French version of “Beauty and the Beast.” After her performance Sarah was greeted by her adoring fans – also Bay Farm Alum: Sophia Barry (Bay Farm 2019, Falmouth Academy 2023), Sadie Maw (Bay Farm 2017, Notre Dame Academy 2022), Charlie Solari (Bay Farm 2018, Thayer Academy 2022)

Max Trulby, Bay Farm class of 2017, and currently a junior at Sacred Heart has had a busy fall! After two years on Sacred Heart’s Student Council Max was elected to serve on the Executive Committee. Max belongs to many of Sacred Hearts club activities including Speech & Debate, The Robotics Team, and The Investment Club – founded by Max. Max balances out these activities with the Varsity Golf team and assisting in the Sacred Heart play productions. This Fall Max was inducted into the National Honor Society.

In November, Lily Codjoe (4th year in Walden) participated in the Pilgrim Harvest Invitational Gymnastics Competition. Lily earned 1st place in both the beam and vault competition. Congratulations, Lily!

Basketball season is underway! Come and support your fellow Llamas courtside! A list of games can be found on the mobile app and on the Bay Farm website.

At our December 2019 MPA Meeting we hosted a Montessori in the Home Workshop with School Counselor, Brooke Camillo. We went over Montessori philosophy in the home and what it looks like and talked about activities you can participate in with your child at home. We also talked about navigating the transition between Children's House and ELI. Brooke's presentation can be found on the Bay Farm website and mobile app under Parent Resources in the Documents section.

During our November 2019 MPA Meeting, our Montessori in the Home Workshop focused on Toddler Development with Snowy Owl Lead Teacher, Mary Sullivan. As a group, we discussed how to foster toddler independence and activities that can be done at home to support your child. Mary's presentation is also on the website and mobile app.

We have a few volunteer opportunities for anyone who would like to be involved: Teacher Appreciation Week and Box Tops- please turn them into the front desk.

Do not hesitate to reach out with any questions or just to chat:

- President: Allison Segalini (Mother of Jonah in Children’s House, Julian in ELI, Giovina in ELII)
  Allison.Segalini@gmail.com
- Vice President: Jessica Lapper (Mother of Christian and Olivia in ELII) jlapier@gmail.com
- Communications: Dayna Travers (Mother of Zoe in ELI) Dayna@BigPictureMediaOnline.com
- Treasurer: Sara Preston (Mother of Lilly in ELI) tastefulcreations2010@gmail.com

Join us for Saturdays at Bay Farm! Every month, Bay Farm is hosting community events for local families featuring entertainment, workshops, and more for kids of all ages.

Saturday, February 1 at 10:30am
Mamasteph Music
Saturday, March 7 at 10:30am
MAD Science
Saturday, April 4 at 10:30am
Wake Up the Farm at Bay Farm
Saturday, May 2 at 10:30am
Tinkergarten
Saturday, June 6 at 10:30am
Festival on the Farm - Details TBD.
Have news to share in the Bay Farm beat?

Have news you’d like to share with the Bay Farm community, hosting an event, or have an announcement? Send in your news!

Bay Farm Beat submissions can be sent to Alyssa Good at alyssag@bfarm.org.