



March Dates...into April

- 3/20** Parent Support Mtg
- 3/30 & 3/31** CLOSED
Spring Recess
- 4/1-4/3** Spring Recess

March					
M	T	W	Th	F	S
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			



2026 Monthly Notes & Chronicle

March 2026

We have been having a great time this snowy winter! Last year we got the sleds out twice—this year, it's been so many times I stopped counting!

And now, in March the hope of spring is here! Looking ahead, I see predictions of several days of 50 degree weather in a row!

When it warmed up over our February break, we spread clover seed in the yard and hope for less mud and more lawn this spring and summer.

In the meantime, we will continue making our own sunshine and dream of the crocus peeking up soon. We will celebrate flowers and plan for our own garden in April.

Curriculum Ideas for March

- ◆ Spring!!
- ◆ Animals and their young
- ◆ Doctor/Vet
- ◆ Community Workers
- ◆ Flower manipulatives, flower collage
- ◆ Playdough with flower and egg shaped cutters
- ◆ Shoe Shine
- ◆ Eggs—egg coloring, collage and Psanky egg drawing

Parent Support Meeting!

Friday, March 20, 2026

5-6:30 p.m at the Boatyard

I love hearing what children notice and think about...

This morning over breakfast there was some talk between two children about wanting to set playdates outside of school (Veda and Shiloh). When the discussion turned to details, I asked them to stop and make plans at home, with the help of their parents. I explained, it's kind of like saying I love you—that's something we usually do with one person. I do know that many of "you" get together outside of school, but if you didn't it could be upsetting to people who aren't included... At meals when we're all together, we want to chat about things that everyone can be included in.

Veda shifted the conversation to a "mystery." She wanted to talk about Lucy Brown.

Jude: Who is Lucy Brown? Is she someone you know?

Veda: She is a statue I saw on my way to school.

Jude: Oh! I think I know what statue you are talking about...

(realizing she probably drives down Clinton St.)

Is she sitting on a bench?

Veda: Yes.

Jude: Yes, I've seen that statue.

Do you know why there is a statue of Lucy Brown?

Usually when we make a statue of someone they did something important.

Veda: I don't know



Jude: There are a couple of bronze statues of people sitting on a bench in Ithaca. They are in memory of famous African Americans that lived here. I don't know what Lucy Brown did, but we could learn about her. Would you like that?

Veda: Yes. But I want to tell you something. One day when we drove by and she was wearing a jacket.

And then another time we drove by and the jacket was gone and she was wearing a hat and a scarf. And then today we drove by and she only had the scarf.

Jude: Does anyone have an idea of why someone would put the jacket or hat or scarf on the statue?

Chorus: No... I don't know...

(Continues on next page)

Veda: Well, we have a plan. We are thinking we will go and put a jacket and a scarf and a hat and mittens and maybe pants on the statue. And then we will stay up all day and watch.

Jude: Oh, so you will put a jacket and a scarf and a hat and mittens and maybe pants on the statue and wait to see who comes to take them off?

Veda: Yes

Jude: (to group) Why would someone come and take the a jacket and a scarf and hat off the statue?

Jude: Well, if the statue is made of metal, can it get cold?

Chorus: No...

Jude: That's true—this statue is made of a metal called bronze. Is a statue alive?

Chorus: No...

Jude: Right. This statue is made of metal so it doesn't get cold or hot unless it is cold or hot outside.

So, I wonder why someone would put those things on a statue...

Or why would someone take them off the statue?

Norie: I have seen that statue.

Austin: Maybe they would put a sun hat on.

Shiloh: Maybe they needed the scarf.

Zeffie: Maybe they took the jacket and scarf and hat to wear them.

Jude: These are all great ideas. If it was hot out, maybe someone would put a sun hat on the statue. It has been SO COLD out, so maybe that's why they put some warm winter things on the statue.

(There was more discussion...)

Veda had another idea:

Maybe a mean person took them off of somebody and put them on the statue and then the person went and took them off the statue.

Jude: Oh, that would be horrible. I like to think about someone wanting to help people who were cold.

This has been a great discussion.

Veda you really brought up something interesting that everyone could talk about!

While there was a little more chatter, and I was giving Zeffie some more breakfast, they quietly said to me—I want to plan a time to go to xyz's house. I haven't been to their houses before. I asked if they would remember to talk with their parents about it or if they would like me to write it down to help remember to talk with their parents. I was asked to write it down....

I left the main room and came to write the story down for you all. When I returned, almost everyone was making cards for Lucy Brown!





Another great “scene” to come upon... These three had just finished putting together the planets puzzle and began walking around it and singing our birthday song!

If we help them remember this song over the years, they will be light years ahead of nearly one quarter of Americans surveyed ([in 2014](#)). It’s an old article, but according to the National Science Foundation, when asked “Does the Earth go around the Sun, or does the Sun go around the Earth,” a quarter of Americans surveyed answered incorrectly.



Keep singing! - Songs are so helpful for remembering things!

Activities for Preschool Children

More about play from the [Harvard Center for the Developing Child](#).

“From infancy on, play is an important part of a child’s life. For babies and toddlers, simple, playful

interactions with adults help develop sturdy [brain architecture](#), the [foundations of lifelong health](#), and

the building blocks of [resilience](#). Through games and playful activities, children can practice and strengthen important [executive function](#) skills that will help them throughout their lives, including learning to focus their attention, strengthening their working memory, and developing basic self-control. The following handout series, developed with support from the LEGO Foundation, provides suggestions games and play-based activities based on a child’s age. The activities for younger children are designed for adults to engage in with children. Activities for later ages allow the adults to step back, enabling children’s independence to blossom as they transition to playing more often with peers.”

Here are five activities they offer for brain-building through play for children 4-7 years old:

- ◆ Freeze Dance (or “Musical Statues”)
- ◆ Simon Says
- ◆ I Spy
- ◆ Opposites Bingo
- ◆ “Continue the Story” Game

(Descriptions can be found for all activities [here](#))



“How old are you?”

“What color is this?”

“Show them you know the ABCs...”

We frequently hear people asking children these types of questions. Why do we ask children questions we know they know the answer to? Our mentor, Magda Gerber believed this type of questioning was disrespectful to the child. She would even say that asking children to perform their knowledge was for the entertainment of adults.

Both Magda and Maria Montessori would agree: quizzing children about their knowledge can make them feel on the spot. Rather than helping to boost them up, they may end up feeling bad about themselves, that they disappointed you, or they may feel less confident—probably not our goal.

Adults laughing about it or saying it’s cute may add to the injury.

In our newsletter I have included a lot about the power of observation.

By observing children and letting them lead, we connect with them about things that are of interest to them and learn from what they choose to share. A lot of knowledge is caught, rather than taught.

One of the most insightful things I learned from Maria Montessori’s work was her way of presenting information and learning what children know through a practice called the “Three-period lesson.”

The Three Period Lesson

1) **Name it.** Vocabulary is often learned in context. “We need to get a lemon.”

2) **Invoke the child’s recall.** When you have the lemon in the context of other fruit, you might ask, “Can you touch the lemon?” *If they touch the lime, resist correcting! Take note—and present the lemon more, later.*

Support that learning in the context of conversation and play. Children learn and figure things out in context a great percent of the time. Expressive language follows recall for a long time. (continues next page)



3) What is it? We reach this step once we know the child knows the information. This enables them to feel successful and proud.

The key to the three period lesson is that the adult is engaged with the child—and that it is the adult who is learning!

