



The D.A.V. Digest

D.A.V. Montessori School Newsletter

February 2015

Message from the Director-

January ended well with the Indian republic day celebrations. All the teachers, kids and parents hardwork paid off. Looking forward to a successful February. Enjoy the newsletter !

BOOK FAIR!!!

Book Fair is the week of February, 9th to 13th.

Time: Open throughout the week for browsing and buying books when you drop or pick your kids.

You can also buy books on family night Friday, February 13th between 5.30 pm and 8 pm.



Go Texan Day on February 27th

Go Texan Day just might be one of Houston's most celebrated and beloved days of the year. For one day, adults and children of all ages don their best western wear to show their pride in Texas and its western heritage. What a great tradition! Go Texan Day is just the beginning, though. It's the kickoff for something bigger. For three weeks in March, Houston will become rodeo central with the annual Houston Livestock Show and Rodeo!!!



Open house on February 5th

Prospective and current school parents are invited to the open house. You could bring friends who would be interested too!

Date: February 5th Time: 6 to 7.30 pm

**Feel free to explore the
TRANSITION, PRE SCHOOL, KG,
FIRST, SECOND, THIRD Grade
class rooms and talk to the teachers.**

**We are excited to let you know that
we are planning to start 4th and 5th
grades in the 2015-2016 school year.**



Choosing Books to Read to Your Young Child

When my children were young, a neighborhood mom told me, "The best advice I ever got from an experienced book lover was to choose books for my children that I liked, because I would be reading them over and over and over."

How do we choose books for our children? Often before children are born, they have been given such classics as [Mother Goose Rhymes](#), [Pat the Bunny](#), or [Goodnight Moon](#). If you have some favorite books that you remember, start there. Your fondness for the literature will rub off on your children.

Children often request the same book be read again and again. Reading the same book each night at bedtime signals the end of the day, gives children a sense of security, and helps them begin to connect the spoken with the written words.

For Infants and Toddlers

Even newborns respond to the sound of a voice and the different cadence of someone reading as opposed to just talking. For infants and toddlers, it is the rhythm of language and the familiar voice that attracts attention. As Maria Montessori pointed out, children learn through their senses. The child listens to the sounds, sees the reader's lips, looks at the book, and feels the warmth of the person reading to him. At this early stage of development, it's best to choose books with a very simple story and pictures of things familiar to your child. Simple board books such as [Everywhere Babies](#) will hold your child's interest and allow your child to handle a book before being able to turn paper pages. The movement of opening a window in a book with flaps or feeling the textures in a touch-and-feel book will fascinate your child as well.

For Ages Two to Four

Montessori emphasized that children need concrete experiences before they are able to think abstractly. Therefore, it's best to avoid books of fantasy until your child is older and can easily distinguish make-believe from reality. Poetry is a good choice for this age. Children like rhymes and enjoy learning simple poems; you might find a favorite poem from your childhood in one of our poetry books such as [A Family of Poems](#). Children will enjoy "reading" such books as [Brown Bear](#) or [The Wheels on the Bus](#) after becoming familiar with them. [The First Picture Dictionary](#) presents endless possibilities for learning vocabulary and reading together. Children love petite books that are not much bigger than their own little hands. Seeing other family members read encourages the child to appreciate books. When you are busy, try letting your child sit nearby with a book. One parent said she propped a familiar book in the corner of the crib for the child to "read" upon awakening. Teach your child how to turn the pages and care for a book. Have a low bookshelf or special basket for your child's books. Because learning through all the senses is critical to brain development, provide children with real books, not the electronic ones, until age ten or twelve.

Going to the library to choose books and attend story time is a great experience. As your child explores the picture books, you'll discover what catches his attention and can find good books to read together. The librarian is a wonderful resource when you have questions about what is appropriate for your child's age and interests.

Ages Four to Six

By age four or five, most children can tell the difference between fiction and nonfiction. For example, they know "green eggs and ham" are not real. They also have an understanding and love of humor beyond the slapstick they enjoyed at age three. The stories now are more complicated as the children explore how the world works. Encourage curiosity with nonfiction books such as [Same, Same, but Different](#) or [How a House Is Built](#).

Monitor your child's ability to comprehend the make-believe world. Since some children are naturally more sensitive than others, it is best to introduce fairy tales later. Usually, children of five or six can understand fairy tales and the morals conveyed in these stories. Listening to your children's interpretations of a story will give you good information about their level of understanding.

No matter the age of your children now, make time to read to them. Not only is it an opportunity for closeness, but it's also a time to start a habit that will enrich your lives forever.

"As soon as your baby is able to sit and focus, she will enjoy short periods spent on your lap looking at picture books, and hearing you talk about what is on the page. As she grows, read to her every day, not only at bedtime, but whenever you can."

—Tim Seldin, [How to Raise an Amazing Child](#)

—Original Article by Jane M. Jacobs



Sensorial exercises in Montessori class



The senses play important role throughout our lives, but the growth potential is high during the early years. The purpose of sensorial materials is to aid in the refinement of the child's senses. Sensorial materials are powerful tools that bring child's unconscious impressions into his conscious awareness. They allow the child to create basis of order in his mind and explore environment. Aristotle is the first one to recognize and analyze this unique capacity of the human mind. He expressed in his famous dictum: "There is nothing in the intellect which was not in the senses".

Infancy and childhood are the most sensitive periods. During this period, child's mind focuses on certain elements of his environment. The first and the most important point to realize is that the child's intellect does not work in isolation, but is everywhere and always intimately bound up with his body particularly with his nervous and muscular systems. Maria Montessori thought that this is the period for refining the senses and developed the sensorial exercises. These sensorial exercises are designed to stimulate and refine the five senses: Visual, Tactile, Auditory, Olfactory (smell), and Gustatory (taste). Each level of articulation gives rise to greater skills of observation and increased vocabulary. The child's perception of the world becomes clearer as his mind becomes more ordered. By working with sensorial material children will learn to isolate difficulty, possess self-correction, develop attention and concentration. For example, Montessori has taken color and materialized in the form of Color Tablets, so that the color is the sole focus of the child's attention. Once the child masters in the colors, they will begin pointing out this in the real world. Thus the red rods teach the idea of length, pink tower teaches the size, bells teach the musical pitch and so on. The child is able to do this by using the principle of "Isolation of Stimulus".

The materials promote "auto-education" or self-learning. Sensorial material is based on a logical learning sequence, progressing from the concrete to the abstract. Sensorial lessons refine the senses and develop cognitive skills such as thinking, judging, associating and comparing.

**-Ms. Aruna Gummadi
Orange "A" class**



FUN LUNCH RECIPE

Broccoli Paratha

For the dough:

| | |
|-------------|-----------|
| Wheat Flour | 1 cup |
| Oil | 1 tblsp |
| Salt | as needed |

For the stuffing:

| | |
|------------------------|-----------|
| Grated Broccoli | 1 1/2 cup |
| Onion, finely chopped | 1/2 cup |
| Ginger, finely chopped | 2tsp |
| Garam masala | 1/2tsp |
| Turmeric | a pinch |
| Salt | as needed |
| Oil | 2tsp |
| Jeera | 1tsp |



1. Prepare dough using the first table ingredients with approx. 1/2 cup water. Keep aside.
2. Heat kadai and temper with jeera. Add ginger and onion and fry till onions turn transparent. Add grated broccoli and mix.
3. Add turmeric, salt, garam masala powder. Mix and cook covered for 2 minutes in medium flame.
4. Once done, transfer to a bowl.
5. Divide the dough into 6 equal balls. Make thick circle and stuff with 3tblsp of the prepared stuffing. Make a ball and roll into thick parathas.
6. Heat tawa and cook both sides in medium flame. Drizzle with oil. Yummy and healthy parathas are ready to pack for lunch.

Dates to Remember

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|-----------------|-------------------|---|
| February 9 – 13 | - Monday – Friday | - Book Fair |
| February 13 | - Friday | - Valentine's Day (Card Exchange) |
| | | - Family Night (5.30 pm to 8.00 pm) |
| February 20 | - Friday | - Parent Teacher Conferences. <u>Student holiday</u> (Regular day for elementary 2 nd and 3 rd grade students) |
| February 27 | - Friday | - Go Texan Day |

