



PARENT/TEACHER CONFERENCES COMING IN MAY



Mrs. Muñoz

Happy Spring! I hope everyone had a wonderful and rejuvenating spring break. The children shared about the fun they had camping, going to the beach,

going to the mountains and just staying home and enjoying family.

We are so excited to announce that for the first time, our Spring Fundraiser is going to be a **READ-A-THON!** It begins Monday April 26th and ends on Monday May 10th. You should have received a flyer and an email with information. We hope that all of our families participate and make this Meher's most successful fundraiser ever. Thank you in advance for your support.

April is an extremely busy month at Meher. The children enjoyed hunting for Easter eggs, spring themed art and beautiful Earth Day projects. The classrooms are

buzzing with beautiful and exciting Montessori work. The peace and calm in our prepared environments is such a wonderful thing to experience and the joy of work and concentration can be seen in the eyes of the children.

April is also the month for our 2021-2022 school year re-enrollment and Summer School enrollment. This year it is especially crucial that everyone submit the required forms and deposits due to our continuing limitations in numbers mandated by the Public Health Department and Child Care Licensing. Also, we are happy to share that all of our teachers have committed to continuing their work here at Meher for the coming school year.

I am currently scheduling virtual tours for families that are interested in our

wonderful school. If you know of anyone that may like to schedule a tour, please let them know to call the school and

“He does it with his hands, by experience, first in play and then through work. The hands are the instruments of man’s intelligence.”

Dr. Maria Montessori

I would be happy to set that up. Also, please refer them to our website mehermontessori.org and our Instagram [meher_montessori_schools](https://www.instagram.com/meher_montessori_schools) to get more information about our Montessori community.

A few reminders of things that help our school run smoothly:

- Please sign in and out every day with your full legible signature.
- Please label all clothing and water bottles that come to school.
- Please only allow your child to bring a toy to school on their share day.
- Please make sure to keep your child's immunizations updated.
- Please make sure to keep all emergency and pick-up information updated.

With tax time here, some of you may need the School's tax identification number. It is 95-3193683.

I would like to end with some answers from some of our elementary students to the question "What do you love about our School?"

Juliette: My friends and my teachers.

Ezio: That we don't have to stay in one place and everybody does one certain thing. We get to choose what to work on. Typing on the computer.

Eleanor: The art materials here. And the bathroom is pretty clean.

Brandon: The flexibility.

Julia: The people.

Zoe: My friends, my work and the teachers.

Henry: I love that I get to do math and language and I get to play.

Daniel: That it's great. It has good work.

Ava: The garden and art.

"The teacher has two tasks: to lead the children to concentration and to help them in their development afterwards."

Dr. Maria Montessori

Allie: That in the classroom we have kids size stuff so we don't have to stand on stools.

Until next month, peace and love to you all.
Adela Muñoz



Mrs. Rivera

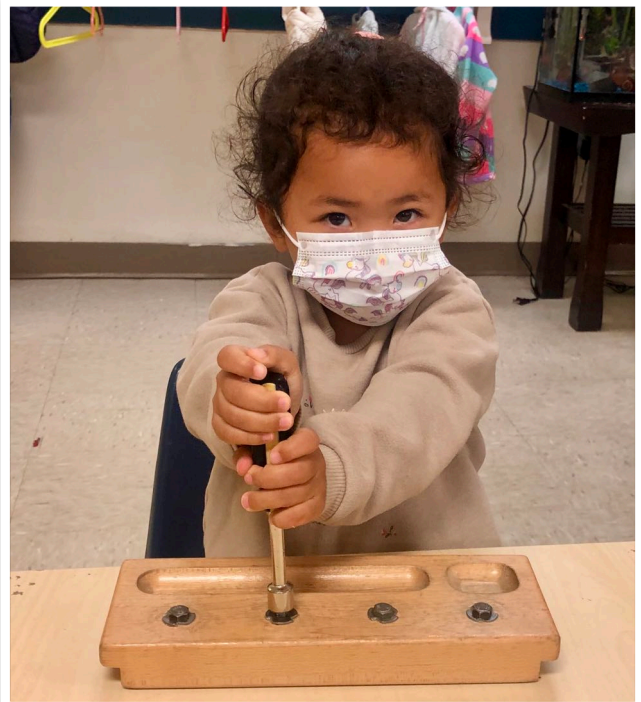
A Report From Mrs. Rivera

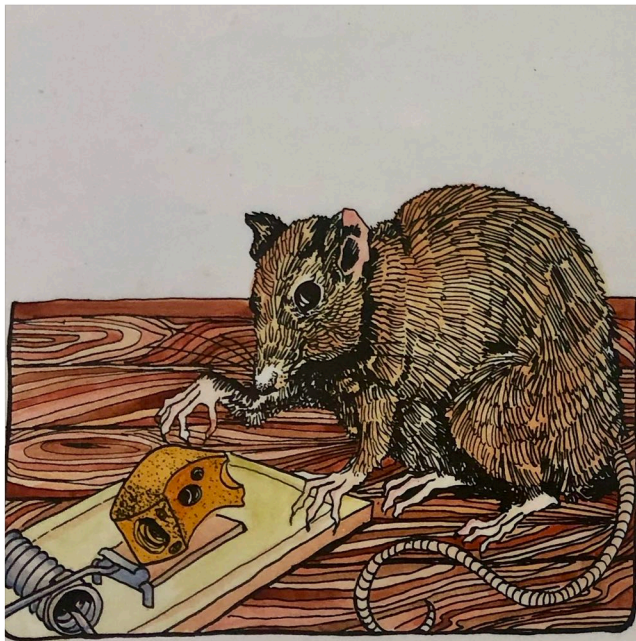
Hello dear parents and families! March exited very quietly and April came in swiftly. April is derived from the

Latin word "aperit," which means "to open." It is also considered the month of the growing season, when trees and flowers begin to "open."

I believe that everybody had a wonderful Spring Break! I spent it happily with the members of my family and most of all I rested well. As I saw my children back after a week, I noticed that they grew much and saw in their faces that they all had a wonderful Spring Break! All ready to be back to school once again.

Our classroom is going very well and just like this month of April our children are growing up fast like trees and flowers, blooming at their own pace and energy. We are happy with the progress of our children and our children are happy also to have attained their skills and passion in learning





Mice

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.

Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice.

Rose Fyleman

when they put all their abilities and patience into their work. They are all busy in their own pace of learning.

The classroom has a nice quiet buzz of activity in the morning (three hours of undisturbed work of learning or teaching to the children); the sound level of work is like that of a group of family members and relatives so hungry at dinner time after a long day's work. At first their level of discussion is high in picking up a food they would want to eat; as they munch their food and swallow it up, the noise level dies down. This is just a comparison as to how the children work at their pace in the classroom.

Rules to be followed in the classroom are also observed and strictly followed during class hours: raising their hand if they need something, bringing a book to their table if they want to relax their mind, watching a child work quietly and standing a few inches away from the child's table, and pushing their chair in as they stand up are a few examples. Certainly there's some socializing going on, but it's secondary to eating.

In a Montessori classroom the children are busy working with the Montessori material they have been taught, and that is the primary activity. They are absorbed in their work. There's some socializing, but it is secondary to the primary "food" that is their work. They are as I should say "naturally" absorbed in their work process or habit.

The older children in our class are busy reading and polishing their cursive writing. They are moving forward to read and spell more of their puzzle words and phonograms. In Math, they are mastering their addition and subtraction skills into memory. They are learning to tell time by the hour and minutes, and how to count money. Soon they'll know how much money they must have to buy something and the change they must receive. Mathematical problems will then be applied. Younger children are coming along too at their own fast pace; they are being taught all four areas too, appropriate to their age level and cognitive capabilities. Most of them are doing great and are very happy to learn!



The Montessori Method emphasizes giving children a large vocabulary and we teach both simple and elaborate names of things. My older children have been working with animals and their sounds. They learned that a cat meows and a kitten mews, a wolf howls, owls hoots, etc. They love learning these things and this builds on their lessons with animals and their young or babies, animals and their homes, etc. These are a few of the interesting lessons children are learning in our language area.

Our Easter celebration was a success; the children had a good and healthy snack and treats brought in by their classmates. The children decorated their own Easter basket and picked four Easter eggs that were hidden in different places in the wood chip area. The younger children went first followed by the older children. They were excited when some picked up more than four Easter eggs! When they came to realize that, they were more than willing to share with their classmates. They were really cute-looking bunnies with their “Bunny head band”, and none of the children took it off till we all went back into our classroom.

We are blessed once again with two wonderful new children in our class! They

are Jordan and Brooklyn; both are three years old. We are so happy to have them in our classroom.

April was the birthday month of Kiana! We were blessed and happy to celebrate her birthday with her classmates and teachers. She turned 4 years old on April 15th. Happiest birthday to you Kiana and many more to come!

April is also the month we celebrate Earth Day. Every 22nd of April there is an annual event to demonstrate support for environmental protection. It is celebrated around the world; it's a day when we pause to think about our environment. *“Look deep into nature, and then you will understand everything better. Forget not that the earth delights to feel your bare feet and the wind longs to play with your hair.”* I read a pamphlet to the children and discussed with them the importance of taking care of our planet earth through reducing, reusing and recycling. We discussed ten simple things we can all do to help protect the Earth: clean our school, backyard, and community conserve water, shop wisely, use long-lasting light bulbs, plant a tree, educate, bike more, don't send chemicals in our waterways, etc. We had good rapport with questions asked by the children and showed them that we are actually doing the recycling in our classroom with the plastic water bottles that they bring in class. When done with it I would ask them to place it in the paper bag that has all plastic bottles in it, put papers in another trash can with no lid etc. Most of them at home are actually doing recycling too! We ended up today's discussions by coloring Planet Earth with green and blue plus the word 'Planet Earth' with rainbow colors!

Friendly reminders to all our dear parents: Friday, April 30th is our School Shirt Day! Please mark this in your calendar and let's have 100% participation again! Next month we will have our 2nd and last Parent Conferences. An email will be sent to the parents for the schedule.

Again I am indebted to Ms. Martinez and Ms. Ramirez for helping to maintain the order and discipline in our classroom especially during working periods. They are always there for the children's needs and constantly pouring their love to them and being passionate in their work. To you ladies, "Thank you!" from the bottom of my heart.

With all our love and gratitude,
Ms. Martinez, Ms. Ramirez and Mrs. Rivera



A Report From Ms. Lopez

Happy April parents! I hope you all had a wonderful Spring Break. The children returned eager to share what they did during their vacation time.

On April 1st we had our Easter celebration. We had an Easter egg hunt and a snack party. The children decorated Easter cookies that morning and got to eat them in the afternoon, along with some strawberries and pineapple. On April 2nd we celebrated Arelynn's (5th) and Oona's (4th) birthday. They share the same birthday (April 5th) so we had a joint celebration. Happy Birthday to them.

On April 22nd we celebrated Earth Day. The children came dressed in shades of green and blue to represent Earth; land and water. We learned about saving energy and other ways to keep our Earth clean and healthy. With the help of Mrs. Suh, the children planted their garden. They



all took turns adding soil to our garden bed and repotting flowers. With our new garden, the children will be responsible for caring for it and making sure the flowers get what they need to grow and survive. A huge thank you to Mrs. Suh for helping the children and me.

This month we welcomed back former student Zayah. She picked up right where she left off when she was in class. Welcome back Zayah.



The children always have the freedom to choose what they wish to work with. But as each month passes, there is a shift in interest for the children. This month, there has been a lot of work and discussion about geography. The children want to learn about certain places in the world and about different people around the world. We have a wonderful material in our classroom called the geography folders. There are 7 of them, each about one continent. The folders are filled with photos of people,

children, animals, and land-scapes (to name

a few) that belong in a continent. The children can see how people from different continents dress and look. Having these discussions with the children allows them to learn about respect for other cultures and acceptance of things we may not understand from that culture. Concurrently, they get to learn some geography as they learn where these continents and countries are located.



Parents, our Parent Conferences will be held soon. Please look out for an email in the next few weeks so that you can sign-up. This year, you will have the option to do it in



person, at the church lounge, or via zoom. When you sign-up, you will be able to choose whichever you prefer.

April 30, is our School Shirt Day. Please set a reminder for yourself so that we can get 100%. We've had a good streak all year long so let's keep it up for the last couple of months.

Thank you,
Ms. Lopez and Mrs. Suh



Mr. Mindes

A Report From Mr. Mindes

Hello Meher Families!

In a nod to baseball, I like to think of April as the seventh inning stretch before our final two months of uninterrupted school days. At this stage in the year, students have digested older concepts and capably apply them to new ones; or, they more quickly assimilate previously learned, but forgotten, material. What's more, on an emotional level, April seems to mark, for students graduating or otherwise moving on, a realization that their journey is about to shift, creating, for some, both excitement and/or apprehension. However, regardless of any new circumstance that our students find themselves in, our hope (and goal) is that they have developed a solid emotional and intellectual foundation to adapt, successfully and confidently, to any situation.

Class Notes on Upper and Lower Elementary students

Previously, when I taught high school and middle school, I took certain things for granted; for instance I just assumed that students knew (and often they did) that when you multiply a number by ten, you simply add a zero to the end of that number to get the answer. Recently, I had reason to show this to some Upper (and Lower) Elementary students. At some point in demonstrating this, I remember thinking, “so this is when they learn that trick!”

Yet, beyond learning a math trick (or two) this month, students have strengthened a number of old skills and cultivated new ones. Fractions, for instance, is one such topic. Some students were introduced to fraction nomenclature, while others acquired, or reviewed, skills of adding, multiplying, and dividing them; moreover, some of the older students learned how to convert fractions to decimals and then to percents, which eventually led to lessons on writing, reading, multiplying, and dividing decimals. Additionally, a number of our 2nd through 4th year students were either presented a lesson on long division, or, already having had the lesson, were focused on practicing and perfecting it. I always try to add a simple word problem to help students understand a concept better. So for division, an idea they already understand intuitively, I’ll say something like: “If we have 525 pieces of chocolate, and we wanted to divide it by five people (I’ll name five students) isn’t it only fair if every person gets the same amount ...”

In fact, this method of giving a problem to enlighten a concept is somewhat of a “go-to” technique; I suppose this is true for many teachers. I’ll use this approach often when giving lessons on single and multi-digit addition, subtraction, and multiplication; on the other hand, for teaching writing and grammar skills, I tend to rely more on written examples. I try to

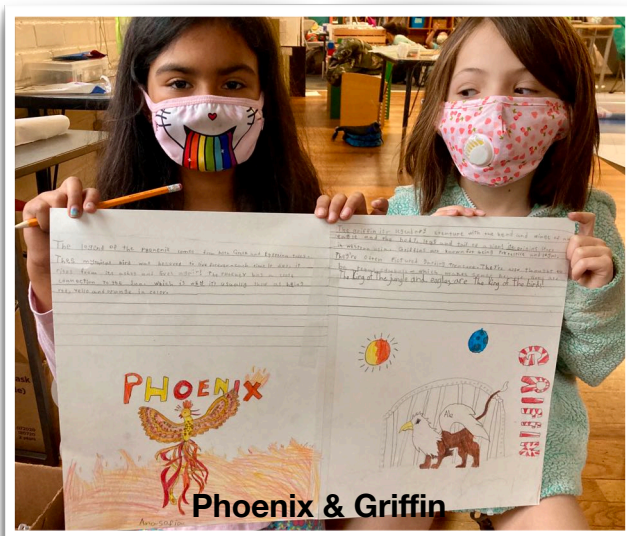
have students touch on fundamental math and language skills, at least a little each day, until I feel confident that they won’t forget them if they don’t practice them for a month, say, over the summer. Of course, various other skills and concepts are also taught. Recently, for instance, we identified and measured angles, found the area and volume of two and three-dimensional shapes, investigated time zones, the seasons, the wind (what causes it), and so on. I cover concepts and skills in accordance with our curriculum, or spurred by student interest or some spontaneous event, such as the series of windy days we experienced earlier this month and last.

A Unique Learning Space

It is somewhat challenging to give an exact account of the topics covered each month in class because, while there is an overarching syllabus, a Montessori classroom creates a space to accommodate sudden student interest and spontaneous learning occasions. For example, in regards to conforming to the curriculum, the older students delved into the study of Protists - Kingdom Protista - (see photo of their

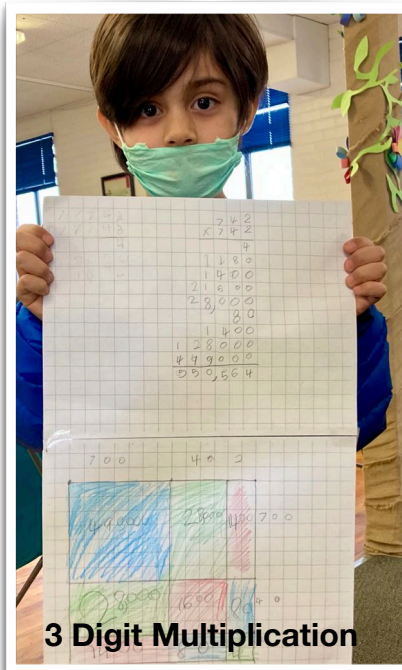


evolutionary tree), which aligns with our our study of the Classification of Life. On the other hand, this month a few students suddenly had the idea to learn about creatures from Greek mythology (see photo



of their study on the Phoenix and the Griffin); or, one student decided to create a poster of the five major lines of latitude (see photo); then, too, there was a young student

who, seeking a challenge, asked for a three-digit multiplication problem (again, see photo!). This classroom structure, which enables freedom and spontaneity, allows our Montessori classroom to navigate mandated skills, while indulging different interests, stages of development, and encouraging initiative.



3 Digit Multiplication

Mid-semester parent conferences

For those parents unable meet for a conference before Spring Break, please feel free to set up a meeting ... the best way to do this will be to call the front office. The mid-term conference gives us a chance to

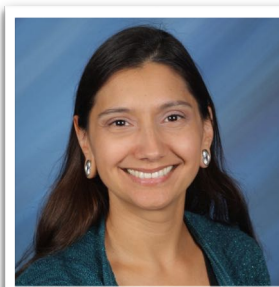
discuss any new observations, insights, or concerns. Looking forward to meeting with all of you soon!

From Ms. Wildhaber, Director of our Altadena Campus School News

Happy Spring!

What a difference a year makes! So many of the children were excited to share about where they were going, who they were seeing, and what they were doing for Spring

Break this year. It brought so much joy to the staff to hear the exuberance in the children's voices when they returned to school after a week off, eager to share about their experiences. Between



Mrs. Wildhaber

egg hunts, family gatherings, sleepovers, and trips to beaches and mountains, this year's spring really is a time for renewal and regrowth.

Throughout April, Public Health updated guidance in several areas as we continue to move toward fully re-opening the state. The State of California now has guidance about graduation ceremonies. Mrs. Wildhaber's class is the only class with graduates this year and, therefore, will be the only classroom with a graduation ceremony. Details to follow in an email sent to Mrs. Wildhaber's families directly. As Ms. Tinajero's class does not have any graduates, her class will have an in-class, end-of-year celebration for staff and students only. Details for that will go out directly to Ms. Tinajero's class soon.

Thank you to all the families who re-enrolled and referred us to other families. Based on current guidance, at this time we are full for the fall 2021-2022 school year. However, I expect that may change as the state continues to ease restrictions. Therefore, if you have friends who do not

mind waiting, please let them know about our waiting list.

Temporary New Staff:

Meher would like to welcome Maggie Calis. She is filling in while Mrs. Fagundo is away on maternity leave. Mrs. Calis is an AMI-trained Montessori teacher. She has worked at Oak Knoll Montessori for years, first as a guide, then as a sub. Additionally, she is a Meher alumni parent. Her oldest son attended Meher when I was an assistant, completing my own AMI training. Welcome Mrs. Calis!



from that teaching approach. Tokenism is defined as "the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from

an underrepresented group in order to give the appearance of sexual or racial equity within a workforce."

And instead of taking a "melting pot" approach to our differences, I have adopted

Conferences

Mrs. Wildhaber's Parent/Teacher Conferences will be the week of May 17th.

Ms. Tinajero's Parent/Teacher Conferences will be the week of May 24th.

All 20 minutes conferences will be after school between 2:30-4:00. Please plan accordingly. Sign-ups for those will go out at the beginning of May.

Important Dates:

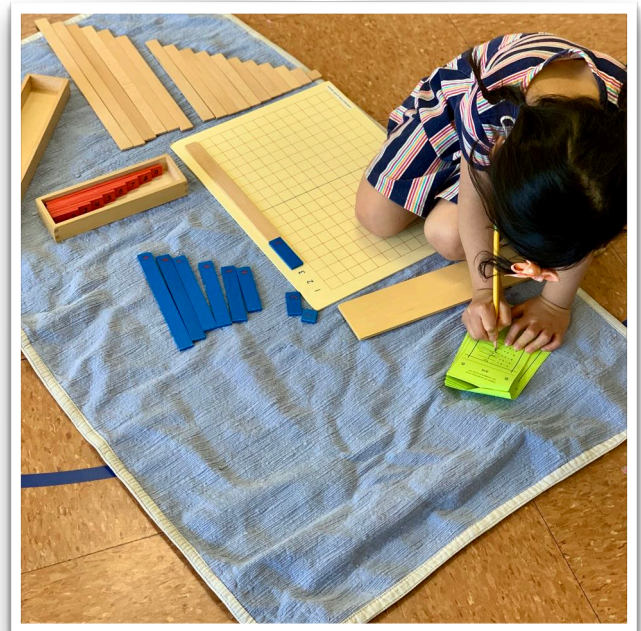
Memorial Day is May 31st. The school will be closed on that day.

The last day of school is Thursday, June 17th. We will be closed on Friday, June 18th.

Summer School begins Monday, June 21st.

Mrs. Wildhaber's Class

This month I would like to shift away from breaking down the beauty of the Montessori materials and focus on tokenism, and how I am trying to shift away



the "tossed salad" approach. A melting pot approach is a metaphor for a "heterogeneous society becoming more homogenous, the different elements melting together with a common culture." I want the kiddos to feel proud of who they are, who they look like, and where they came from.

With the tossed salad approach, "a multicultural society can integrate different cultures while maintaining their identities, which emphasizes the combination of the parts into a single whole," like a tossed salad.

An example of what could be considered tokenism in the classroom is talking about Martin Luther King Jr in January, and then never mentioning him again. Or bringing out books with African-American children for Black History Month and then shelving them at the end of the month, never to be seen again. While I do still bring out MLK books in January, we focus on his messages of equality, fairness, and love amongst our neighbors. We talk about how the color of skin, shape of our eyes, or curl of hair is not what should matter when it comes to the way we treat others, or ourselves.

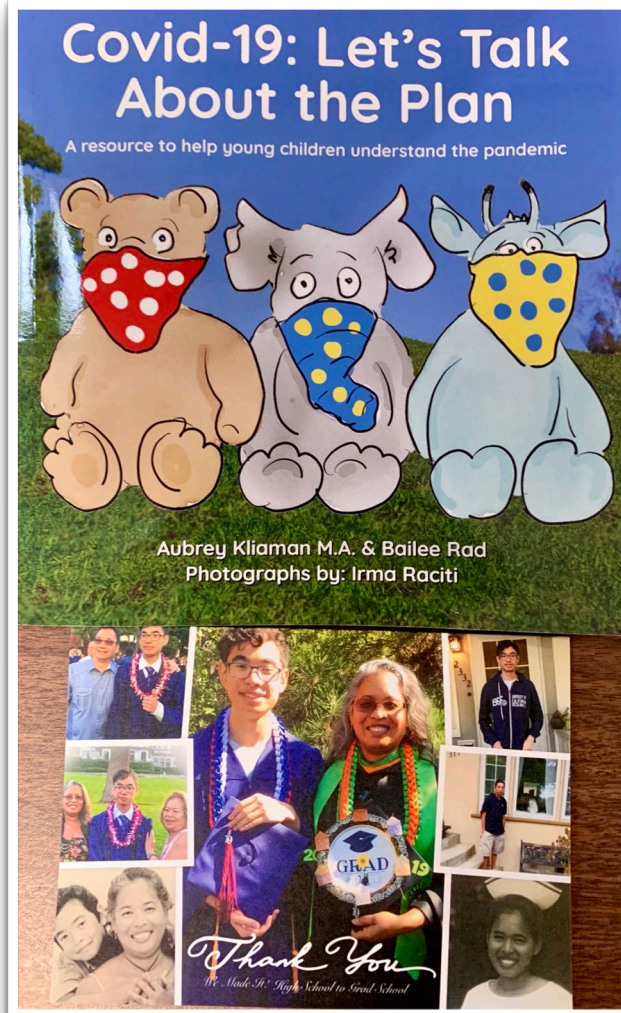
MLK's message continues into February when we do honor Black History Month. We focus on the bravery of people who changed history and how their changes still affect us today. We tie in President's Day by highlighting Barack Obama. Pioneers like Rosa Parks and Ruby Bridges come up again in March when we honor Women's History Month, along with Elizabeth Blackwell, the first woman doctor, and Maya Lin, the 21-year-old who won the competition for the Vietnam Veterans' War Memorial.

Starting with one important cultural event in our history, we then continue to build upon it from month to month. This helps the kiddos to develop a base understanding of how the efforts of a wide variety of people have paved the way for us, as a diverse group of people, to be where we are now. And by making sure our little classroom

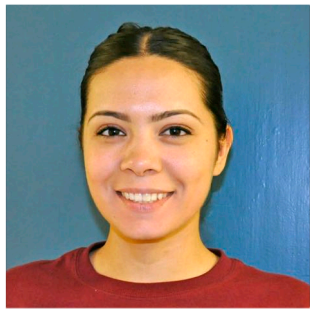
library, as well as our early reader books, are always stocked with people of different ages, abilities, backgrounds, varying family dynamics, and cultures, I am ensuring that the kiddos are constantly exposed to representation and have the opportunity to see the beauty in our differences. I have included a picture with a very small sampling of some of the books I keep in high rotation in the classroom. Next month I will resume our deep dives into the purposes of the Montessori materials and the way the different areas seamlessly weave into each other.

This month's School Shirt Day is Friday, April 30th. Last month the kiddos got to bring home flowers dyed with food coloring soaking up the stem for March's 100% participation. It has been fun for me to break out of my comfort zone of classroom baking, to find smaller, individual science activities the kiddos can do instead. But I really do miss class baking and hope that we can return to that in the fall.

Before closing, I would like to thank Alumni parent Lea (Kaleo's mom) for gifting



the class with the book Covid-19: Let's Talk About the Plan. It is a wonderful, age-appropriate resource book to help young children understand the pandemic. I would also like to thank current students Elliott for our new North America puzzle map, and Sekou for our new dressing frames. It was a little embarrassing how excited I get opening the brand new materials. I do have a Montessori Outlet wishlist. Please email me directly if you would like the link.



Ms. Tinajero

A Report From Ms. Tinajero

Different age groups in a Montessori environment:

One thing that differentiates a Montessori classroom from other learning environments is that

there are mixed ages in the same classroom. Typically, the children stay in this environment for 3 years. On Earth Day the children and I

got into a conversation about cycles, in particular, the plant life-cycle and the cycle of recycling. This made me think about the cycles that the children go through in the classroom. When they enter in the first year, we have children that are exploring and observe continuously, then the second year children are like researchers trying to figure out where they fit in socially and are interested in working in groups, the third year children have already explored and experimented with



the materials given and now they want to master what's in front of them; they are independent and are eager to be leaders.

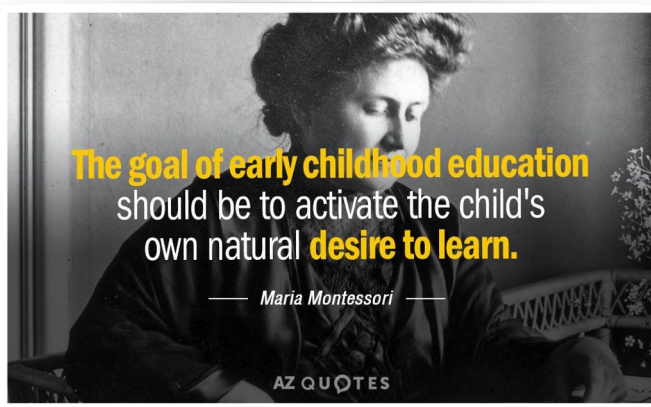
As I was observing the children work, I saw moments where some of the older children helped some of the younger children with their sweaters, with setting their tables for lunch and even showing them how to complete some of their lessons. This practice helps the older children become mentors and leaders in the classroom as well as helps the children revisit and reinforce previous lessons which then leads to mastery in that lesson. The children are able to help each other and gain knowledge from each other while



observing and doing it together. This also motivates the children to want to do more and become better like their peers without feeling competitive because they have gained respect and admiration. This also made me think about the cycles that

the children go through in the classroom. When they enter the Montessori classroom the child is given a lesson, and the child goes through a cycle with the material. They pick it up from the shelf, and take it to their work area, whether it's a table or a rug. They begin to work with it, engage with the material and connect with it. They go through an uninterrupted work period where the child can work at his/her own pace and absorb the material's purpose. When they are satisfied the child collects the material and places it back in its corresponding place.

April came and went, I heard about all the fun the children had during their Spring Break. When we got back the children were so eager to get back to work. We also welcomed some new friends, Ivan and Austin. They have been such a great addition to our classroom and have made fast friends with everyone. We celebrated Earth Day and had an art and craft where we dug our hands into the earth.



Pfizer, BioNTech Asks FDA to Expand Use of Their Covid-19 Vaccine to Adolescents

By [Jared S. Hopkins](#)

April 9, 2021 2:43 pm ET

Wall Street Journal

[Pfizer Inc.](#) and [BioNTech SE](#) asked U.S. health regulators to allow their Covid-19 vaccine to be given to adolescents, which could make the shots available to kids in the coming weeks.

The companies said Friday that they asked the U.S. Food and Drug Administration to extend their shot's [use to children 12 years and older](#). The companies also said they planned to make similar requests to regulators in other countries.

The Pfizer-BioNTech vaccine is currently authorized in the U.S. for people 16 years and older. Shots from [Moderna Inc.](#) and [Johnson & Johnson](#) are authorized in the U.S. for use in adults 18 years and older.

The FDA expects to take a few weeks to review the request, a person familiar with the matter said. The agency doesn't plan, the person said, to ask a panel of outside experts to review the submission, as the agency did before [first authorizing the shot in December](#).

Health authorities say it will be important to vaccinate children to protect them from the virus and help reach the communitywide immunity [needed to move past the pandemic](#), known as herd immunity.

Children are at lower risk of becoming infected with [the coronavirus](#) than adults and when they become sick tend to

experience milder symptoms. Some can get seriously ill, and some can also spread the virus.

The vaccine from Pfizer and BioNTech was 100% effective in protecting against symptomatic disease [in a study of more than 2,200 kids 12 years and older](#), the companies said last month. There weren't any safety concerns.

Researchers found the shot to be 100% effective after observing 18 cases of Covid-19 in children who had received a placebo, compared with no cases in the group that got vaccinated. Researchers added they didn't see any severe cases, deaths or hospitalizations.

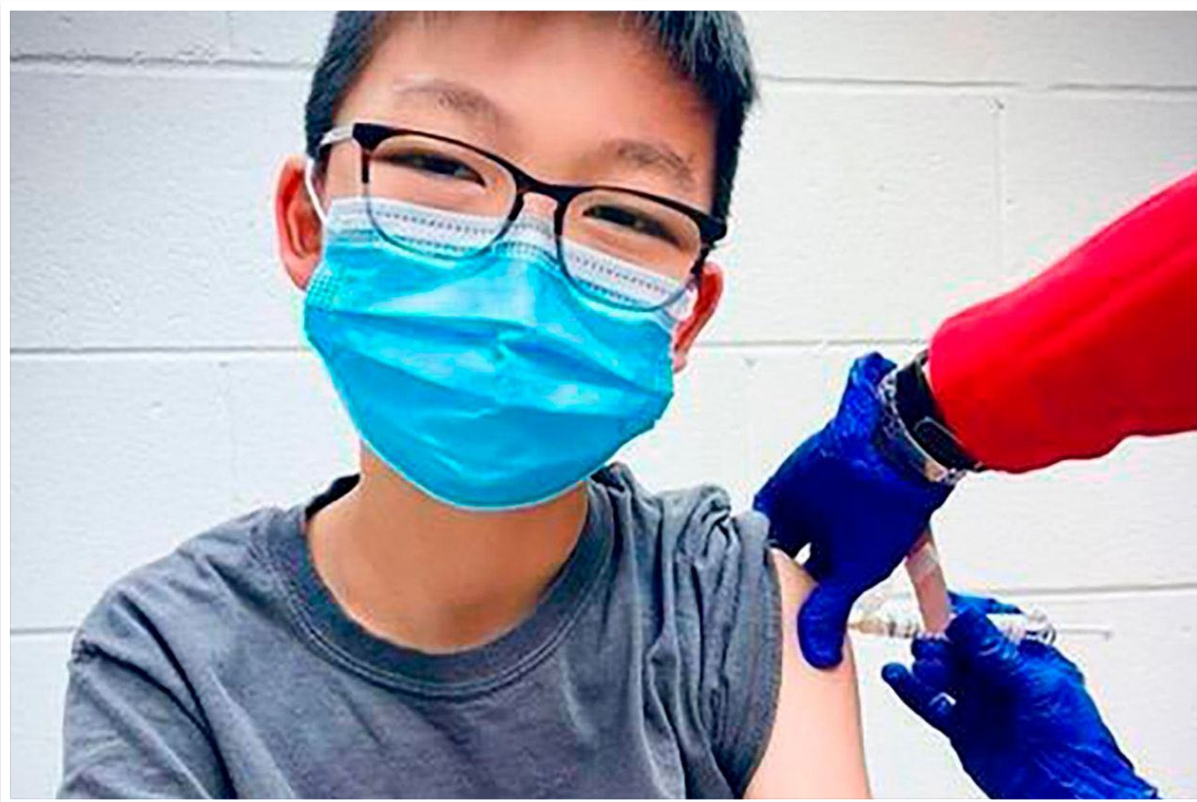
Researchers also said vaccinated youths generated high levels of antibodies, which play a key role in the immune response, similar to those seen in subjects 16 to 25 years of age in the vaccine's pivotal trial.

The Pfizer-BioNTech vaccine is given in two doses three weeks apart. Children 12 to 15 years received the same dosage as adults.

The companies recently [began testing the vaccine in children ages 6 months to 11 years](#).

Moderna started a study of its vaccine in 12- to 17-year-olds last year and expects results sometime this spring. The company in March started [a separate trial of the vaccine in children under 12](#).

Early this month, Johnson & Johnson said it [began testing its Covid-19 vaccine in youths 12 to 17 years](#).



Caleb Chung receives the first dose of Pfizer vaccine or placebo as part of a trial participant for children ages 12 to 15 in Durham, N.C., on Dec. 22, 2020.