

Follow *the* Child

THE MSGH COMMUNITY NEWSLETTER



Dear Families,



UNA'S CHAT

A recent *New York Times* article asked the question, “What if the Secret to Success is Failure?” The article notes that children who learn through trial and error are not only more engaged in the learning process, they develop “grit,” or tenacity: the ability to meet a challenge and see it through.

We are all born with tenacity, and right from the start we possess a natural drive to learn, to problem solve, to challenge ourselves and to master. These traits are what have enabled us to adapt and survive as a species, to inhabit a myriad of disparate environments and to overcome challenges and cataclysms.

Young children, in particular, are tenacious beings; they work and learn with verve and naturally overcome obstacles to hone skills as they strive for mastery. Dr. Montessori observed over 100 years ago that when children were provided with challenges and left to work a problem, they automatically used the process of trial and error, becoming deeply absorbed in their work and persevering without need for external cheering or motivation. We see solid evidence of both the natural drive to learn and the natural use of trial and error every day. Take the child who desperately wants to

learn to ride a bike, for instance; he practices endlessly, falling and getting up repeatedly; yet, as soon as he masters one aspect of the skill he pushes himself to master another: wheelies, skid stops, etc.

Parents tell me every day that part of the vision they hold for their children is for them to approach life with this kind of verve and passion, for them to learn deeply through experience and develop life skills that will sustain them through adversity. They want their children to overcome obstacles and develop resilience; however, allowing them to fail, a crucial component of trial and error, can be difficult to do in today’s culture.

Trial and error has long been accepted as the key to true learning and essential to creativity. But our culture conspires to lead us on the opposite track, promoting the notion that nothing but the right answer gets you the reward,

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Montessori School of Greater Hartford fosters a strong foundation for confident, compassionate participation in the world by nurturing each child’s unique gifts, passion for learning, and independence.

As a community, we enrich families, live our diversity, and embody the Association Montessori Internationale standards of excellence.

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in whatever form it may come: the gold star, the prize, the high score, or entrée into the “right” school. Research and experience tell us that this approach not only undermines true learning, it promotes a fear of failure, which ultimately reduces an individual’s willingness to try; the basic component of tenacity.

So it’s not surprising that somewhere along the line, many children lose their tenacious drive, leading parents to ask what we can do to help them retain this essential characteristic. Truthfully, we don’t need to help; more often than not we need not to.

Let’s look at how Dr. Montessori supported the child’s capacity for tenacity in the classroom.

Armed with the clear evidence that children were 1) imbued with a natural drive to learn and master and 2) with a natural tendency to use trial and error in pursuit of these goals, Dr. Montessori designed the classroom environment and many of its materials to provide inherent self-correction or control of error. A control of error sends the message that more refinement is required to get the desired result (ex: the natural control of error for the child riding the bike is that he or she falls off if the bike isn’t balanced). Ideally, control of error is inherent in the trial and error process; it then remains non-judgmental and is merely the result of an action. In this way the young child sees error simply as a part of the process. (It’s important to note that since trial and error is a repetitive, contemplative process, sufficient time is needed for it to be effective.)

Now let’s look at how you can support this process at home. Set your child up to face life with a tenacious, “can do” attitude by showing him that you have confidence in his ability to overcome challenge. Phrases such as “You can do it,” “I would like your help to solve this problem,” or “What

do you think we could do” can help.

You can continue to reinforce the idea of trial and error and experimentation by reminding your child that there may be more than one way to solve a problem. For instance, “What if you tried...” or “I wonder what would happen if ...” Most important, however, remember to provide time for the process and model trial and error and perseverance when solving your own problems.

And when you encounter instances with your child where you need to decide whether to intervene, fix something on behalf of your child or provide guidance, stop and evaluate whether your involvement is necessary. You may be attempting to make things easier or faster, but by providing help you may actually be doing him or her a disservice. When your child is persisting and/or concentrating, do not interfere—even though he or she may clearly be struggling. Only step in if you see extreme frustration, and then try only to inquire as to how you can help. Provide minimal support then move away. By doing this, you provide your child with the opportunity to persist and experience success. This reinforces the notion that sticking with something and trying and trying again will work. And as I always say, children do what works.

Voila: tenacity!

Remember, every time children overcome adversity and experience success as a result of their own effort, they build competency, feel more capable, develop resilience and maintain the tenacity with which they were born.

Una

More Than Meets Our Eye

Consulting Teacher: Jessica Gorski, Primary 4 Intern

Walk into any of our classrooms and look around. You see little wooden desks, a sink, real cups, plates and utensils, and most notably: materials lining shelves. Everything, absolutely everything you look at while in one of our AMI Montessori classrooms has been designed or arranged deliberately, and in many cases, the materials you are seeing have more than one purpose.

It’s no secret that Montessori education has layers, layers that expand deeper than one would think possible in early-childhood and elementary education; but because each classroom is an environment that can stimulate, inspire and challenge children for years, they contain materials that reach much deeper than one might expect.

Over the course of the next few months, as grandparents visit and prospective parents tour, many may find themselves wondering what value things such as table washing have, or why it could possibly be reasonable to encourage toddlers to use real chopping utensils. This is an exciting opportunity for us as a staff, as we get to answer those questions and reveal the layers the philosophy holds. Whether you have been in the community for years or months, we invite you to read this article and enjoy a brief glimpse into the layers that some of our materials contain. We have chosen examples of things that are commonly overlooked for their value and added a few elements within the classroom that you may not have noticed. As parents, we may look at a piece of work and think we know its purpose, but chances are there’s more to it than meets our eye.





Room Design

Did you know that a significant part of the AMI-teacher training is dedicated to the ideal set up of a Montessori classroom? Walls are left simple and uncluttered, and they are reserved for items hung low that can be used to initiate a lesson, or for works of art for the children to be exposed to. Windows are also low, and access to an outdoor garden is essential. These things seem obvious, but what about the more subtle features like natural materials and flooring?

Natural wood is the favored material for furniture, and exposing children to a variety of textures is deliberate. Children can classify types of wood and see examples of how it can have different textures depending on whether it is stained, painted, etc. Ceramic objects, or those made of brass, glass, or metal, begin conversations about what kinds of elements nature creates. And interacting with different materials creates a natural opportunity for children to learn to control their movements. Children don't need the teacher to tell them to put a brass figure down more gently if they slam it down on a shelf. The loud sound creates a natural control of error for the child who wants to avoid an abrasive sound, or whose peers are disturbed when the sound is made.

Flooring is a widely overlooked aspect of the classroom, and visitors may wonder why we prefer tiled floors over plush carpeting. Tiling actually supports a child's learning in many ways. Montessori children work on the floor regularly, and they carry materials across the room, wash and dry dishes, fill glass pitchers, etc. If a child is not careful with the objects, tiled or thinly-carpeted floors allow for a natural control of error. For instance, things break if not handled carefully, which can result in loud noises. Cleaning up spills on tiled floors can be managed independently by the child, etc.



Real Utensils

One of the most questioned aspects of Montessori philosophy by new families is the use of real dishes, cups, pitchers, choppers and peelers. Won't the child get hurt? Won't things break? An important lesson in trust is established through the use of real materials. Here's why: teachers break down the process of using each utensil. They show the child how to hold it, how to walk carefully with it, and how to put it down. Without words, the child understands the message the teacher is trying to convey: "I trust that you know how to use this now, and I am confident that you can carry out this work responsibly."



Color Coding

Many of the Practical Life materials in a Toddler and Primary classroom are grouped together on a tray or in a basket for specific activities and are color coded. For example, activities such as cubby cleaning, flower arranging, etc. will be color coded using trays like the one seen to the right. This helps the young child recognize that "these things go together." It also encourages organization, appeals to the child's sense of order, and can assist with memory and support the execution of a process. Aesthetically, the attractive colors also draw the child to the materials. These reasons for color coding are likely the most recognizable to parents; however, Montessori uses it in other ways, too. For instance, it can help to isolate a concept. Take a closer look at two very different examples of what we mean:



Number Chains

Color coding is widely used in the math curriculum to help the child with the rapid recognition of numbers or categories, so that he can focus on the primary challenge of the material rather than being slowed down by minutia. For example, look at the colored bead bars below. Notice that unit chain is red, the two chain is green, the three chain is pink, etc. This color coding is carried through to more advanced work when students use the beads to construct the teens and when they learn skip counting (evens/odds), linear counting, cubing and squaring, as seen on the top shelf of the bead cabinet below.



Sound Cylinders

Look at the photo of the sound cylinders. Notice that nearly every distinguishing factor has been removed except for two basic color codes. There are two sets of identical sound cylinders, which look exactly the same, except one set has red on top and the other set has blue on top. Notice that nearly every distinguishing feature other than the two colors are identical. With all unnecessary distractions gone, the child can focus solely on the function of the material (isolating the difficulty). In this case, shaking the cylinder to hear the sound in one set and then finding its match in the second set.



Sequence

Preparing children to read, write and perform mathematical operations is a key function of the primary classroom. Work that requires using materials in a left-to-right/top-to-bottom orientation sets the foundation not only for reading and writing, but for thinking about order and sequence. Order and sequence are essential to perform mathematical operations, and focusing on sequence also trains the child's brain to think in a logical way and to organize.

Polishing

What may look like a simple chore is actually quite complex. The next time your child mentions the "polishing work," be quietly impressed; your young child executed a long process of sequentially ordered steps.



See for yourself: to complete the work, the child needs to bring the color-coded materials to a table, unroll the underlay, take out the materials, arrange them in the correct order (polishing bottle, bowl for the polish, cotton ball and Q-tip to apply polish, timer for how long the polish needs to sit on the piece, another mitt used to remove the polish when the timer goes off, a sponge to clean the piece, and an underlay that catches any polish that was spilled); then, the process is nearly reversed to put the work back on the shelf. Sequence is essential to success, and patience, attention, focus, recall and organization are all called upon when undertaking this complex activity.

Table Washing

Similar to polishing, this is another piece of work that requires complex sequencing—50 steps to be exact. Gross motor skills are emphasized as children scrub in small left-to-right circles while moving down the table in a left-to-right formation like a serpent. As the child wipes off the soap with a sponge, he moves from left-to-right and top-to-bottom, which is the same orientation required for reading.



Mathematical Foundations

The math curriculum offers children a concrete, kinesthetic means to absorb mathematical concepts by utilizing materials that have a concept inherent in their design. When children manipulate the materials and use the process of trial and error, they absorb the concept and begin to see patterns, connections and sequence. The materials allow the child's grasp of mathematical concepts to go way beyond simple memorization to a deep understanding and ability to apply the concept to his or her life. Many of the materials establish the foundation for Algebra and Geometry!

Algebra

The binomial and trinomial cubes may look like simple colored blocks, but they are actually a direct preparation for Algebra. At the Primary level this is simply a sensorial puzzle for the children to figure out and enjoy, but at the Elementary level, the child constructs the equation using the components of the cubes.

The binomial cube is a concrete representation of the binomial equation $(a + b)^3$. The factors of the equation are represented by the cubes and prisms, and the lid shows the pattern in plane dimension: $(a + b)^3 = a^3 + 3a^2b + b^3 + 3ab^2$.

The trinomial cube is a concrete representation of the trinomial equation $(a + b + c)^3$. The factors of the equation are represented by the cubes and the prisms, and the lid shows the pattern in plane dimension: $(a + b + c)^3 = a^3 + 3a^2b + 3a^2c + b^3 + 3ab^2 + 3b^2c + c^3 + 3ac^2 + 3bc^2 + 6abc$.



Geometry

The Constructive Triangles are a collection of triangles for the child to explore and manipulate, and they establish a foundation for Geometry. The child can see how the triangular form is part of the construction of many geometric shapes such as rectangles, polygons, parallelograms, etc. Not only do they build their understanding of shapes, they learn about the various types of angles (right, obtuse, acute, etc.) and triangles (isosceles, equilateral, etc.) and the language needed to describe them.



Musical Composition

Consulting Teacher: Renee Lockhart, Primary 3

Building on our overview of things in the classroom that go deeper than one would imagine, the bells in Primary and the tone bars in Elementary are an area many parents might not be familiar with. In the Montessori classroom, all materials are designed to be an entrée into a concept. They demonstrate both the variation and the limitations that lie within the concept. The bells, for example, are a preparation for the development and refinement of the auditory sense of pitch, and they allow the child to experience the possibilities present in the world of music. And like any other piece of material, the child will go as far and as fast as his or her interest and ability dictates. See what we mean...



Begin with the bells

The material is composed of two sets of bells in the scale of C. The brown bells are the working bells, which the child can manipulate. The white bells are the control bells, which always stay in place and in order.

Starting with a single bell, children learn how to touch, carry and play the bell appropriately.

Moving to two brown bells, two different notes are selected and they are matched with the corresponding "control" white bell.

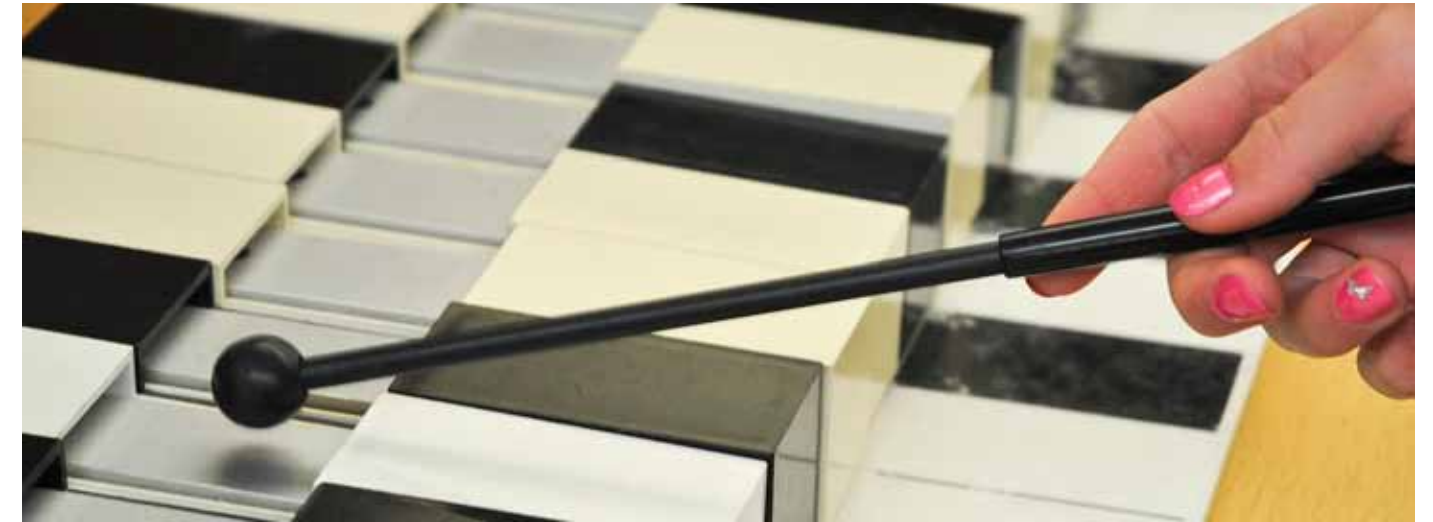
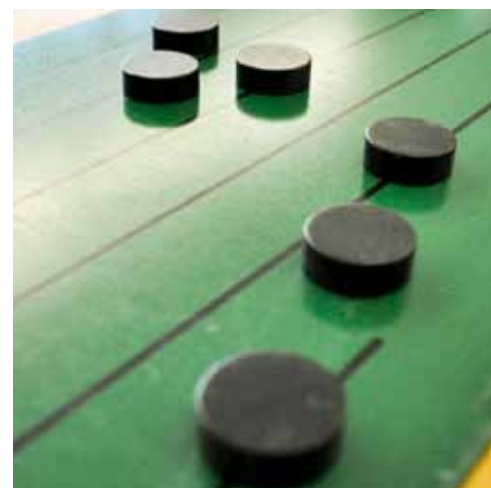
As matching and pairing progress, the brown bells may be scattered around the room for the child to gather one at a time using only the sound of the control bell as a cue. This progresses to grading, as he or she puts the bells in order to create the diatonic C scale.

When the black bells are added, the sounds being represented are flats and sharps. If put together correctly, the chromatic scale becomes complete.



Expand to the boards

When the green boards are added, children learn how a music staff is organized. Notes are added to show where on the scale a note is represented, and each note has a control on the reverse side to check if it is in the correct location. If blank boards are used, children can compose melodies using the white notes, or create their own using the black.



Progress to composition

Composing may begin in the Primary classroom with the bells and boards, or a similar process can be followed in the Elementary classroom using the tone bars. As the material advances, it expands to include the treble and bass clefs, quarter notes, half notes and other expressions of musical value.

If you've ever wondered if young children are truly capable of composing music, look no further than 13-year-old MSGH Alumna, Annabeth Smith, for your answer. Annabeth visited us recently, and while here, demonstrated her skill on the tone bars and composition boards, recalling how she used to use them to practice the piano music she was learning in private lessons. The tone bars were there to support her practice in the classroom, and they allowed her to begin her fledgling career as a composer. She wrote and performed her own piece for her graduation ceremony from MSGH, and she recently wrote a piece of music that she will play at Ms. Toko's February wedding. She was gracious enough to give our elementary students, and Ms. Toko, a sneak preview!





Mystery History
2011



Making It Stick

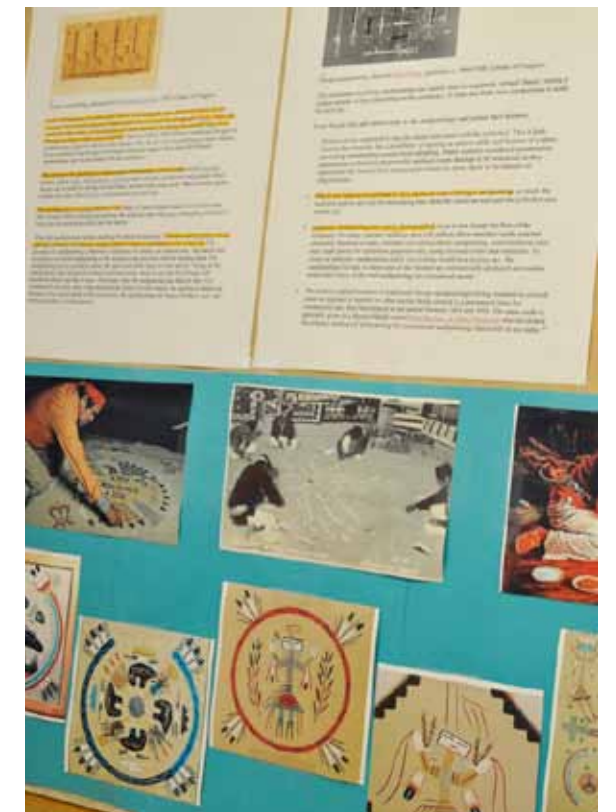
Consulting Teachers: Robin Jaffee and Michelle Thomas

As parents and educators, we hope that children will remember everything they learn, but we realize that our hope can be a tall order! Our focus, therefore, must be on enabling students to experience curriculum in as many different ways, using as many different senses, as possible. A holistic approach makes it more likely that content will “stick.”

Take Upper Elementary’s current study of Native American history, for example. Students are reading, writing and researching, as one would expect, but they are also experiencing the power of a comprehensive, interrelated method of presenting curriculum.

To augment their classroom studies, students visited Northwest Park this past October to focus on geology. They hiked and examined different plants and trees to learn about how

Native Americans used them. In November, Ms. Michelle worked with the children on a mosaic project to emulate the Native American art of Sandpainting. She and the students visually translated the themes they were learning, and the students communicated as they worked about what the designs they were depicting meant. Just before Thanksgiving, they visited the Mashantucket Pequot Museum to further their studies. In addition to standing inside shelters, feeling furs, hearing music, and further deepening their research, they were able to put what they were learning into a human context.



An effective history program must contain the human component: faces, voices, and personal stories. For young children especially, it is only from these kinds of layered experiences that they can begin to understand history not as something in a book, but as someone’s story; someone’s experience. It is then that the foundation for compassion and perspective taking can be nurtured within the curriculum, and those details that we want to stick, can be remembered.

Family Association News

Dear MSGH Families,

The Family Association (FA) has gotten off to a wonderful start! We had great attendance at the toddler, primary and elementary socials, and these events were a nice chance for both students and parents to connect outside MSGH; we hope a good time was had by all. We also had some lovely Coffee Talks and All-School Playdates thanks to our terrific parent hosts.

Thank you so much for your generous support of our fundraisers! So far they have been a great success, and money raised will enable us to continue bringing you fun community events and to support the Staff Appreciation event this spring.

Additionally, the FA has been holding regular meetings to discuss issues relevant to our community. Recent discussions have centered on working to grow our commitment to community service, and ways in which we can collaborate with school staff to make community service initiatives more tangible for children. All in all, we have been working hard to meet our community's varied needs, and we welcome everyone's involvement in our mission to support the MSGH family. Whether you can attend an FA meeting or host a playdate, all efforts are welcome and needed.

We look forward to seeing you at more FA-sponsored events this year. The next one is an ice-skating party on February 5 at the International Skating Center in Simsbury! Hope to see you there.

Warm regards,
Rebecca London and Yummie Oberstein
FA Co-Chairs

Thank You For Your Support!

Lyman Pies: \$1,788.00

Toy Chest: \$232.24

Mabel's Labels will run until December 31 and Innisbrook Wrapping Paper until May 2012.



Please, Support The Family Association Food Drive!

Held in conjunction with the Winter Sing-Along on 12/22

When you come to the Winter Sing-Along, please consider bringing non-perishable food items with you to support the West Hartford Food Bank. Contact Rebecca London at remonroe@yahoo.com for more information, or to volunteer to help load food into cars after the event. Help is needed.



Lucy Isabella



Molly Elizabeth



Tasha Hosendove and her son Kayin were our top pie sellers with a whopping 31 orders. Thank you, Tasha and Kayin!



FA Co-Chair, Rebecca London, helps Morgan and Laura Miele gather their Lyman Orchard pie order.

Baby News

Congratulations to Kim and Reuben Randalot on the birth of Lucy Isabella on October 3, and to Christy and Phil Bascetta on the birth of Molly Elizabeth on November 16. All are happy and healthy.

Alumni Feature

Bill Johnson is the father of Blake Johnson and Afton Gillyard, twins who attended MSGH during their primary years. Bill recently joined the MSGH Advisory Council, and while getting re-acquainted with the MSGH of 2011, was kind enough to sit down with us to talk about how his kids are doing now, as well as his perspective on their MSGH experience.

FTC: While it's powerful for us to hear from the students themselves, many parents appreciate getting another parent's perspective on how MSGH may have shaped their children during their youngest years. Do you think your children remember their years spent here?

BJ: Let me share that when I told my son, Blake, that I had talked to Mrs. Barry about joining the Advisory Council, he said, "Oh, Mrs. Barry. I remember her as my favorite teacher...but I don't remember anything about her." This from a kid who left MSGH, went on to Duffy, then to Sedgwick, Conard and finally to Dartmouth. Of all the teachers he has ever had, she had the most profound impact on him; she was his favorite.

FTC: Why do you think that was?

BJ: Well, who knows exactly, but I can tell you that Una understood him. As a young child, Blake was an independent thinker. He needed individualized attention and always had an entrepreneurial spirit. He's never been one who was comfortable learning something at the same time as everyone else, and she got that. She individualized his process for him. When I told her about what Blake was doing with his life now, she was not surprised at all. She could see as a young child who he was, and he has indeed grown to be that person.

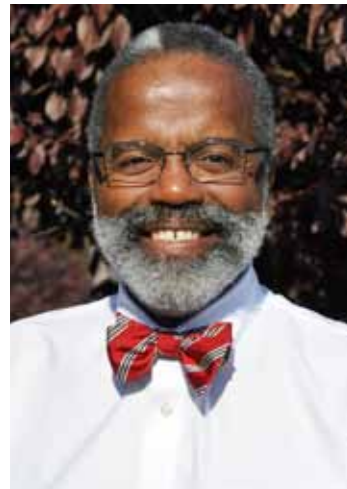


FTC: What is he doing now?

BJ: He is pursuing a career in software development—he's a bit of a Zuckerberg type to be perfectly honest. He is interested in what people need and what they don't have now, and he's always been a bit of an out-of-the-box thinker. For instance, when he was in NYC, he was working for a hedge fund manager, and that manager told him he could work remotely. Blake took that to mean, so long as he got his work done, he could be anywhere on the globe. So he started travelling and lived in 9 different countries in 10 months on a sort of global odyssey. He's just that kind of kid—independent, and that was nurtured in him here.

FTC: Can you share with us a bit about your daughter, Afton.

BJ: Afton is remarkably different from Blake. She is very concrete, very sequential, and very structured. A "one-step-in-front-of-the-other" kind of person. She was nurtured in a completely different way here, and like Blake, took her experience and went on to Duffy, Sedgwick, Conard and finally to Williams College. Professionally, she is teaching at the Breakthrough Magnet School in Hartford, where her mother is principal, and is truly making a difference with her life. What fascinates me about Afton is that if you look at her "life resume," everything she has done has pointed her in the direction of becoming a teacher; she has always been moving towards her role to guide and educate kids. And what also impresses me is that even though she attended college in a private school setting far from home, she knew—absolutely, categorically knew—that she wanted to come back to Hartford where her mom and dad were, raise her family, and be an inner-city public school teacher. So now she is here. She has taken her education from one of the best liberal arts colleges in the country and is changing lives every day.



FTC: Were education and "making a difference" important themes in your parenting?

BJ: Absolutely. As Norma and I were parenting both kids, it was crystal clear to the kids that we valued education and that it was important to use your life to make a difference.

That's why I find it especially concerning when people question me about Afton's decision to become a public school teacher. I vividly remember another dad questioning me once about why, if my intent was to pay for my daughter to become a teacher, would I spend so much money on educating her at Williams? That was shocking to me and told me about the value he placed on education. My retort to him was "if given a choice about who your own child's teacher would be, wouldn't you want a highly educated teacher with excellent preparation?"

FTC: How did you approach the decision to send Blake and Afton to MSGH?

BJ: It was an easy choice for us; the only choice, actually. At the time, Norma was a Hartford-based public school teacher who lived in West Hartford with access to those public schools; yet, we still chose to send our kids here. That tells you something about how much we valued a Montessori education. In our minds, Montessori was the best possible education for our children and that was it. We were clear that this was where they would be. Furthermore, during those years, West Hartford wasn't as diverse as it is now; yet, when we came here as a biracial family, there were others. Some of us even got together and formed a support group for families who were biracial to support each other as issues of identity came up. This has always been a very special community that way.

FTC: What compelled you to support our community again even though your kids are now in their late 20's?

BJ: I can honestly say I don't remember any of my own teachers, but I remember the ones Blake and Afton had here. As a parent, you want the best for your kids. I knew when I dropped them off that they were going to be challenged, stimulated and nurtured. I could go to work and not worry. That kind of education is priceless, and this was a marvelous grounding for them; a marvelous foundation. The youngest years are so formative; I mean, it's their foundation. I value that.

And also, someone once told me that you should always put yourself in proper places. This was a proper place for them. This was their beginning, and it worked out beautifully. Why wouldn't I want to help?



Blake Johnson on a visit to Seattle.



Afton Gillyard with her husband, William, and their newborn son.

Toddler Community





Saturday, March 10, 2012
 10am - 12pm
 Watkinson School
 Auditorium and Theatre

2011/2012 Annual Fund

Parent Chairs Kris and Kanwar Singh share their thoughts on giving:

Dear Fellow Parents,

When I was asked if my husband Kanwar and I would be interested in helping with this year's Annual Fund, my immediate "yes" surprised me. Decisiveness is not one of my strengths. But then I remembered how quickly we made the decision to apply for our daughter Julia's admission to MSGH. We knew after one visit. I hadn't looked at any other schools prior to that visit, and I haven't looked at any other schools since.

Serving as the parent chairs for the Annual Fund provides us with the opportunity to do more formally what we already find ourselves doing: telling people what a marvelous place MSGH is and encouraging them to be part of this community. As parents, we are as interested in our child's overall development and well-being as we are in her education, so it gives us great peace of mind to know that Julia is taught and cared for by people who are experts in child development. MSGH excels in its adherence to the AMI standards that support Dr. Montessori's thinking of 100 years ago, while simultaneously giving children and parents the information and support needed to raise children in the complicated world of the 21st century.

I hope that at the end of every day, many of you feel like we do: exceedingly fortunate to have MSGH, and willing to drive over numerous speed bumps twice a day for it! **Please join us in supporting the MSGH Annual Fund**; your contribution enriches all of our children's learning environments each and every day. Gifts of all shapes and sizes are welcome and needed, and each of them helps to show the strength of our school community.

Thank you.

Kris and Kanwar Singh
 Kris and Kanwar Singh



Ways to Help:

- Greet attendees
- Manage a booth
- Sweep and clean up
- Attend planning meetings and generate ideas
- Manage the flow of parking on event day
- Donate heart-healthy food for event day

Planning Committee Now Forming!

Extended family and friend volunteer involvement is very helpful on event day, so parents can enjoy the activities with their children.

Contact Amanda Aronson at amandaa@msgh.org for more information.

Planning Committee Now Forming!

Contact Susan Rich-Bye at susanr@msgh.org for more information.



Friday, May 11, 2012



Upcoming Dates

- Thursday, December 22
Winter Sing-Along
- Wednesday, January 11
Elementary Open House
- Sunday, January 22
Open House
- Friday, February 10 & Saturday, February 11
Silent Journey



Montessori School of Greater Hartford Annual Fund Campaign 2011/2012

Categories of Giving

The Maria Montessori Circle	\$5,000 +	Sustainer	\$500-\$999 (<i>Leadership Level begins</i>)
The Pink Tower Circle	\$2,500-\$4,999	Patron	\$250-\$499
The Director's Circle	\$1,500-\$2,499	Supporter	up to \$249
Benefactor	\$1,000-\$1,499		

Name(s): _____

(as you wish to appear in the Annual Report)

Maiden Name, if Alumna _____

Address _____

City, State, Zip _____

Home Phone _____ E-mail _____

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

Please accept my/our gift to MSGH's Annual Fund:

I/We pledge a total gift of \$ _____

Indicate method of payment:

Check enclosed for full amount Check enclosed for partial amount, \$ _____ to be paid on _____

Pledge to be fulfilled by June 30, 2012

Charge my gift

\$ _____ per month through June 30, 2012

_____ installments on _____ dates

in one payment

Payments must be completed by June 30, 2012

Card Number: _____ Expiration date: _____

Name on Card: _____

Signature: _____ Date: _____

My employer, _____, will match my gift.

(Please enclose your employer's gift form)

Gift of Stock (Development Office will send information)

2011/2012 Annual Fund

It is our hope that this time of year finds your family surrounded by peace, love, and joy. Now is a good time to take stock of all that we have to be thankful for, and the people and places that enrich our lives. Giving to the **MSGH Annual Fund** is a great way to show that you are thankful for this cherished institution and home of learning and discovery. Money raised through the Annual Fund goes to support many important aspects of MSGH's program: **financial assistance** to help provide a diverse environment for our children and to keep our experience accessible to more families and children; enhanced **classroom materials and programming** to provide our students with a rich, learning environment; **professional development** for our faculty to ensure that we continue to offer the best possible Montessori education for your children; and, also MSGH's **endowment fund** to help secure a bright future for MSGH for the generations to come.

Please make a generous gift to this year's Annual Fund and show your appreciation for this special place. There are many options available for making your gift: you may pay it in one payment or through a series of installments by check or credit card. Choose the option that best suits your family's needs. **Thank you for your support!**



Please designate my gift to the following fund:

- Classroom Materials and Programming
- Faculty Professional Development
- Financial Assistance
- Where MSGH needs it most

Please apply \$ _____ of my gift to the Endowment

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

My gift is:

- In Honor of: _____
- In Memory of: _____

Affiliation:

- Current Parent
- Grandparent
- Alumnus/a
- Friend
- Parent of Alumnus/a
- Trustee



To give online visit:
www.msgh.org ➡ Support MSGH ➡ Give online

For questions, please
call Susan Rich-Bye,
Director of Advancement
860.236.4565 ext.28

Thank you for supporting the Montessori School of Greater Hartford!