



JAN

16

Collaborative Classroom Starts
All-School Meeting 8:45 - 9:00 a.m.
Pizza Lunch

JAN

19

School Closed: Martin Luther
King, Jr. Day

JAN

21

Portrait of a Graduate
7:00-7:45 p.m.

JAN

23

Collaborative Classroom
All-School Meeting 8:45 - 9:00 a.m.
Pizza Lunch

JAN

30

Collaborative Classroom
All-School Meeting 8:45 - 9:00 a.m.
Pizza Lunch
Around the World Cultural
Festival Sponsored by PACE
3:30 - 5:00 p.m.

FEB

3

Head of School Breakfast
8:30-9:30 a.m.

FEB

6

Collaborative Classroom Ends
All-School Meeting 8:45 - 9:00 p.m.
Pizza Lunch
ASM Spirit Day

Our Classroom...



ASM students were thrilled to visit Oak Meadow Montessori to meet their collaborative partners in person, see where their group members attend school, and continue their work together on their shared civics projects. The visit strengthened relationships, supported meaningful socialization, and deepened collaboration, as students enjoyed a tour of the school and time connecting in the welcoming middle school classroom space.



Middle school students have begun volunteering in younger classrooms as part of the community service component of their Business Collaborative class, building leadership, empathy, and a stronger sense of school community. Over the past two weeks, students have supported Children's House students with map work and socialized with them during snack, while also assisting Lower Elementary students with fractions and subtraction, reinforcing their own skills while serving as positive role models.

[Click here to see the full ASM calendar!](#)

History

In Civics, students explored how the U.S. Constitution is interpreted and applied in real life. We examined different interpretive models, including strict and loose constructionism. We discussed the factors that judges consider when interpreting the Constitution, including the text itself, the original intent of the framers, court precedent, and broader moral and ethical principles. Students also investigated several landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, *United States v. Nixon*, and *Goss v. Lopez*, to understand how constitutional interpretation shapes government power and individual rights. We then turned our focus to federalism, the relationship between state and national governments as written in Article IV of the Constitution and the 10th Amendment, and examined how power is shared among local, state, and federal governments.



Writer's Workshop

In Grammar, students continued strengthening their language skills through a deeper study of verbs. We focused on using verbs in their four principal parts—present, present participle, past, and past participle—and practiced identifying them in both our own writing and the writing of others. We learned how to identify regular and irregular verbs when reading and how to conjugate them in our writing. Students also learned about verb phrases, exploring how a main verb works together with helping verbs to convey meaning.

In Writer's Workshop, students have crafted short stories that they shared with the class, making sure to focus on clear narrative arcs and rich sensory details. They have also continued developing their creative narratives while expanding their exposure to mentor texts, including "The Ambitious Guest" by Nathaniel Hawthorne and "Thank you, M'am" by Langston Hughes, to study how authors craft character, tension, empathy, and theme.



Literature Circle

In Literature Circle, students have continued their exploration of *A Long Walk to Water* by Linda Sue Park, deepening their understanding of how individual experiences are shaped by history, environment, and community. As Salva's journey unfolds, students are examining how leadership, responsibility, and courage develop through adversity, especially as he begins to care for others while navigating life in refugee camps. Nya's story prompts thoughtful discussion about problem-solving and the impact of access to resources, as students consider how clean water can transform daily life and provide new opportunities for learning. Through guided discussions, journaling, and collaborative dialogue, students are making connections between the text and real-world issues, practicing empathy, and reflecting on how perseverance and collective action can lead to meaningful change.



Science

Over the past few weeks in science, students focused on the climate change unit. They identified factors that influence temperature and precipitation, as well as the factors used to define climates. Students described the six major climate regions and matched the climate of a city to its biome using a climograph. They also created climographs for different regions using provided annual temperature and precipitation data. Using an atlas and given coordinates, students identified various “mystery” cities. The class also discussed climate change and its impacts by analyzing a series of images. Students learned about the greenhouse effect and participated in a game of “Greenhouse Gas Tag” to better understand how increased levels of carbon dioxide in the atmosphere contribute to the warming of the Earth. They also engaged in simulations related to human population growth (shown in the image to the right) and explored the concept of “The Tragedy of the Commons.”



STEM / Land Study



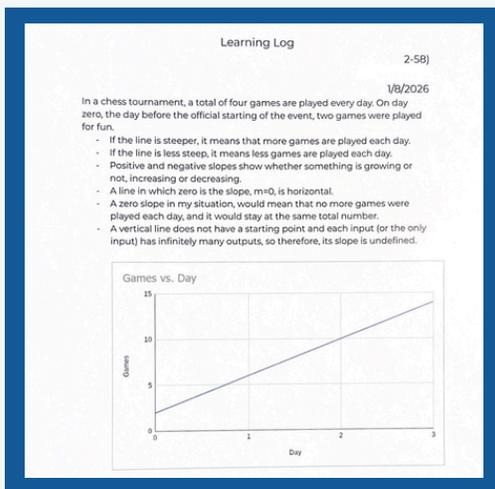
STEM class has been very engaging since the launch of the new Drone Unit. Students began by learning about the different components of the CoDrone EDU system. They also learned key flight commands such as roll, pitch, yaw, and throttle; how to power the drone on and off; how to perform an emergency stop; and how to troubleshoot common issues. Students practiced using the controller and began a variety of activities that challenged them to use Blockly to code their drones. Challenges included programming the drone to fly in a square and a reverse square, coding the drone to “write” their names, and creating other shapes. Just before break, students designed a playground using various pieces of equipment and then programmed their drones to simulate playing on the playground. This “Drone Playground” challenge required students to think critically and collaborate to problem-solve and develop solutions.

Montessori Model United Nations

In Montessori Model United Nations, students are in the final stages of completing their position papers, a key component of their preparation for the upcoming conference. Each student has researched their assigned topic in depth, providing historical background, examining past international efforts to address the issue, and identifying the current global challenges it presents. Students are also articulating the perspective of their assigned country and proposing thoughtful, realistic global solutions grounded in collaboration and diplomacy. Alongside this academic work, students have begun a hands-on project by carefully measuring, cutting, and crafting the Panamanian and Zambian flags. This process encourages precision, patience, and respect for national symbolism. Next, students will sew and assemble the flag elements to create the flags they will proudly carry at the MMUN Conference in March.



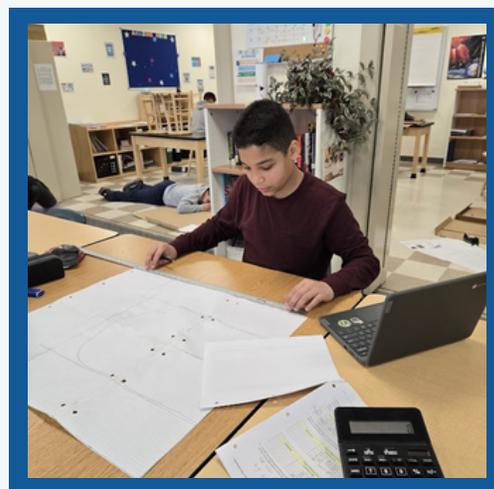
Algebra



In Algebra class, students do much more than solve problems. They focus on the problem-solving process and regularly explain their thinking through classroom discussions, helping them understand not just how a solution works, but why. Students also demonstrate understanding through learning logs, where they explain concepts in their own words, make connections to other math ideas, and relate their learning to real-world situations. This practice strengthens both mathematical thinking and writing skills while reflecting Montessori principles by encouraging active learning, independence, reflection, and ownership of ideas. Students will continue using learning logs throughout the semester to deepen understanding and track their growth, while building confidence in communicating their mathematical thinking. Over time, this process helps students become thoughtful, self-directed learners who can clearly articulate their reasoning. These skills support not only success in math, but also in other academic areas and everyday problem-solving.

Pre-Algebra

Pre-algebra students worked on their scale model projects for the last several classes before break. They finished their scale drawings using a ruler or protractor in some cases, and then started by drawing the scale model on cardboard. The next step was to use an exacto-knife to carefully cut the outline of their object or building, and then paint it and glue it, using a hot glue gun. The students also used the appropriate formulas to find the volume and surface area of their original objects, and scaled objects. The final part of this process was to reflect over their work and think about at least two challenges they came across during the project. Students presented their projects to their peers at the end of the week for a final project grade of the semester. More recently they are finishing the stretching and shrinking unit, by discussing Pythagorean theorem and transformations, including rotation, reflection, translation, and dilation.



[Click here for more classroom photos!](#)

Checklist and Deadlines:

Complete?	Due Date:	Project Section
✓	11/12	Topic Selection
✓	11/19	Problem Statement
✓	12/3	Research-Sources
✓	12/10	Research- Written Summary
✓	12/17	Hypothesis
	1/21	Experiment (materials and procedure)
	1/28	Data Table
	2/4	Graph/ Analysis
	2/6	Conclusion
	2/11	Bibliography
	2/11	Abstract & Peer editing
	2/25	Final Poster
	3/5	Science Fair Presentation

Looking Ahead...Science Fair!

Middle School students should now have completed their hypotheses and begun thoughtfully planning their science fair experiments. The next steps include developing a materials list and procedure, and then identifying the time and space needed to complete the experiment by the January 21 due date. Students should carefully review their Science Fair "Checklist and Deadlines" and be sure to stay on top of each upcoming due date to remain on track.

Middle School Summer Program

This summer, we're offering a diverse array of programs tailored to students from kindergarten through grade 8, designed to spark creativity, inspire curiosity, and provide meaningful enrichment. Many of these dynamic programs are led by our talented ASM faculty and enrichment teachers, providing students with an engaging and high-quality experience. Whether a student is interested in exploring technology, diving into creative arts, or embarking on new adventures in science, there is something for everyone this summer! Students from ASM and the wider community are welcome to join us. We're excited to open our doors to all who are eager to learn and grow with us during this exciting season. Please feel free to share ASM's summer program offerings with your friends and family.



Visit our [Summer Program 2026 website](#) to learn more about the programs and to register!



ASM's Portrait of a Graduate



Jasmine Meade
Class of 2014



Bilal Benayoud
Class of 2023



Nishi Amin
Class of 2024



Sarah Del Valle
Class of 2024

Join us for on January 21, 2026 at 7:00 p.m. for Portrait of a Graduate, a community event exploring the skills, traits, and dispositions that define our students as they move through and beyond the Montessori journey. The evening will feature a panel of ASM alumni sharing how their Montessori foundation shaped their academic paths and personal growth, along with admissions representatives from several independent secondary schools offering perspective on student readiness and transitions to high school.

This in-person event includes a virtual option for families unable to attend on campus.

[Register](#)