

FEB
3 Head of School Breakfast
8:30-9:30 a.m. Casey Room

FEB
6 Collaborative Classroom Ends
All-School Meeting; Middle School
Presentation on Drones
8:45 - 9:00 a.m.
Pizza Lunch
ASM Spirit Day!

FEB
9 Red Gate Farm Parent
Information Session
9:00-9:30 a.m.

FEB
12 MMMUN Information Session
Middle School Classroom
8:15-8:45 a.m.

FEB
13 All School Meeting 8:45-9:00a.m.
Pizza Lunch

FEB
16 School Closed: Presidents' Day

FEB
17 School Closed: February Break
2/17-2/20

FEB
27 Pizza Lunch

MAR
5 Science Fair 6:00-7:30pm

MAR
6 No School: Professional
Development Day

Our Classroom...



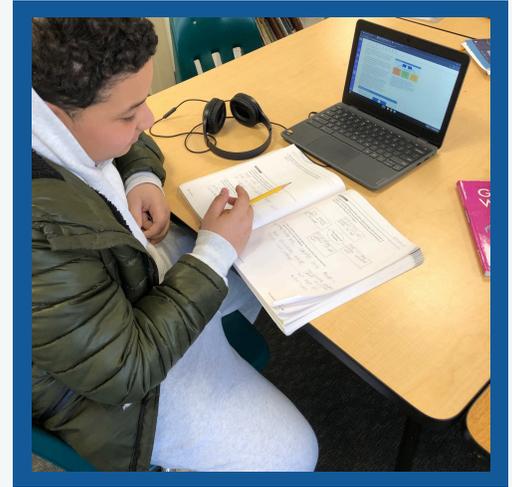
Middle school students led and hosted a special visit with the residents of Bridges by EPOCH as part of our community-based service learning program. Students were responsible for planning and facilitating the event, welcoming residents, engaging them in shared activities, and performing for them. Through this experience, students practiced leadership, communication, and empathy while building meaningful intergenerational connections and deepening their understanding of the impact of service within the community.



ASM and Oak Meadow students worked together during their collaborative sessions to continue developing their civics action plans and prepare short presentations that shared the focus of their projects, the steps they have taken so far, and their next goals. Students practiced clearly communicating their ideas while engaging in thoughtful dialogue with peers, offering feedback, asking clarifying questions, and helping one another refine their thinking as they work toward meaningful civic action.

History

Over the past two weeks, students in Civics have been exploring the legislative branch of government and how laws are made. Through discussion, comparison, and hands-on activities, students examined the structure and functions of legislatures at the local, state, and national levels. They learned how a bill becomes a law, including the roles of committees, debates, and votes, and explored processes such as committee selection and appointment confirmations. Students also compared the responsibilities of local officials (such as city or county council members), state legislators, and members of the U.S. Congress, building an understanding of how lawmaking differs—and connects—across levels of government. This work supports students in developing informed civic awareness and a deeper understanding of how democratic systems function.



Writer's Workshop

Over the past two weeks in Grammar and Writer's Workshop, students have demonstrated strong focus and progress. Everyone performed very well on the most recent vocabulary quiz, and students have already begun preparing for the next assessment. In Grammar, students continued building their understanding of verbs, including increased familiarity with irregular verbs and a deeper exploration of verb tenses (present, past, future, present perfect, past perfect, and future perfect). Students also began developing an understanding of active and passive voice and how verb choices affect clarity and meaning in writing.

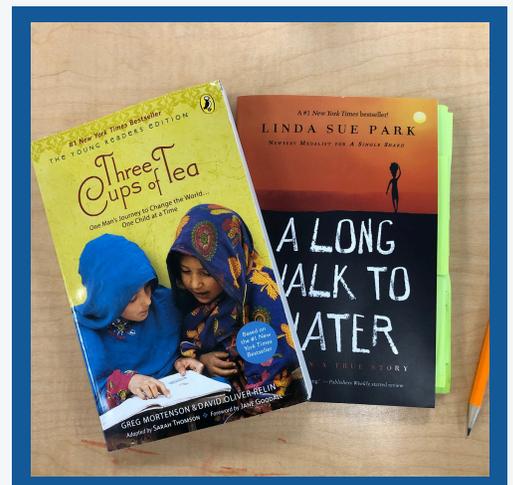
Alongside this work, students have continued crafting the first draft of their creative narrative, applying their growing vocabulary and grammar knowledge to develop clear, engaging writing. The first draft of this narrative will be due shortly, and everyone's completed narrative is eagerly anticipated!



verbs

Literature Circle

Over the past two weeks in Literature Circle, students completed *A Long Walk to Water*, with a focused discussion on the final quarter of the novel. In this section, students examined how Salva's perseverance leads to meaningful change as he helps bring clean water to communities in South Sudan, highlighting themes of resilience, leadership, responsibility, and the power of collective action. Students connected these themes to their ongoing work in Montessori Model United Nations, considering how individuals and organizations can address global challenges through cooperation and service. As we move forward, students will begin reading *Three Cups of Tea* and will continue making connections between literature, civics, and MMUN by exploring themes of global citizenship, education, and cross-cultural collaboration.



Science

In science class, students began a climate change research project. The class was divided into four groups: Causes, Effects, Science Behind, and Solutions to global warming and climate change. Each group organized a Google Doc in which they evenly divided the guiding questions and typed their responses while researching, learning to dig deeper by providing specific examples to support each point they made. After receiving thorough feedback from Mrs. Records on their research, students moved into the presentation phase of the project, working collaboratively to organize their information into a clear, presentable format that includes photos, videos, bullet points, and practiced presentation skills.



STEM / Land Study



Students have continued to troubleshoot common issues as they arise. Over the past few weeks in STEM, students completed coding their drones to interact with three playground structures they designed as part of the “Drone Playground” challenge, which required critical thinking, collaboration, and problem-solving. They then moved on to challenges focused on sound and light, creating a nursery rhyme for their drone to play and programming it to display all the colors of the rainbow. The final challenge was a drone “Talent Show,” which required students to combine movement, lights, and sound into a single performance, and students enjoyed creating and sharing these mini talents with one another. Students also reviewed the science fair, discussing how their experiments went and reviewing expectations for data tables, graphs, and written analysis.

Montessori Model United Nations

Over the past two weeks in Montessori Model United Nations, students completed their second delegate working session focused on the topic of Social Media, Disinformation, and Student Mental Health. During this session, students were introduced to the formal processes, procedures, and decorum of MMUN conference committee meetings, practicing respectful debate, collaboration, and public speaking. All students successfully completed and submitted their MMUN position papers—the cornerstone of the conference experience—demonstrating thoughtful research and preparation. Students have now begun crafting their conference speeches and are also hand-crafting their country flags, blending academic rigor with creativity as they prepare to represent their nations at the upcoming conference.



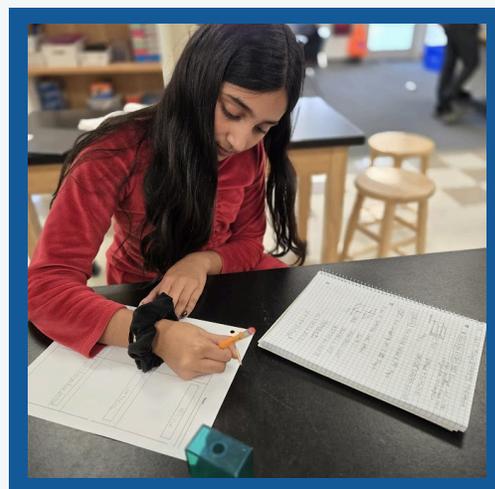
Algebra

EXPONENTS	
MULTIPLICATION $(X^2)(X^2)=X^{2+2}=X^4$	DIVISION $\frac{X^4 Y^3}{X^2 Y} =$
TO ZERO POWER $X^0 = 1$	$X^{4-2} Y^{3-1} = X^2 Y^2$
NEGATIVE EXPONENTS $X^{-2} = \frac{1}{X^2}$	TO A POWER $(X^2)^3 = X^{2 \cdot 3} = X^6$
TO ZERO POWER $X^{-2} = \frac{1}{X^2}$	TO A POWER $(X^2)^3 = X^{2 \cdot 3} = X^6$

In math, our students have launched into an engaging study of exponents. Working mostly independently and at their own pace, they explored patterns and used inductive reasoning to uncover the product rule, quotient rule, and power to power rule. This approach aligns with Montessori principles, allowing students to take ownership of their learning and follow their natural curiosity. One of the highlights was watching them extend their thinking to discover how negative exponents work and why the rules make sense. Students also learned how exponents show up in everyday life, such as in understanding how populations grow or how the size of a file doubles each time you increase its resolution. This exploratory work not only deepened their understanding of exponents but also strengthened their confidence as mathematicians.

Pre-Algebra

Pre-algebra students began a new math unit titled Filling and Wrapping: 3D Measurement. We reviewed their foundational understanding of rectangular prisms and how to find the volume and surface area of this shape. Students used 3D models of rectangular prisms to help count the number of vertices, edges, and faces. They worked on solving real-world problems by first determining whether a question required finding the surface area, or “wrapping,” of a shape or the volume, or “filling,” of a shape. Students also continued adding new vocabulary words to their toolkits, providing definitions and examples for each term.



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



Looking Back...Collaborative Classroom!

Middle School students enjoyed welcoming fifth-grade students each Friday in January during Collaborative Classroom. Together, students explored foundational civics concepts, including the Constitution and the branches of government, engaging in discussion and collaborative activities that supported deeper understanding. These collaborative sessions also provided meaningful opportunities for middle school students to practice leadership by mentoring younger students and modeling expectations as they prepare for the transition to the next program level. Families are encouraged to attend the All School Meeting on February 13th, where there will be a special presentation highlighting Collaborative Classroom and how it supports student transitions and mentorship across program levels.

Integrated Arts Update

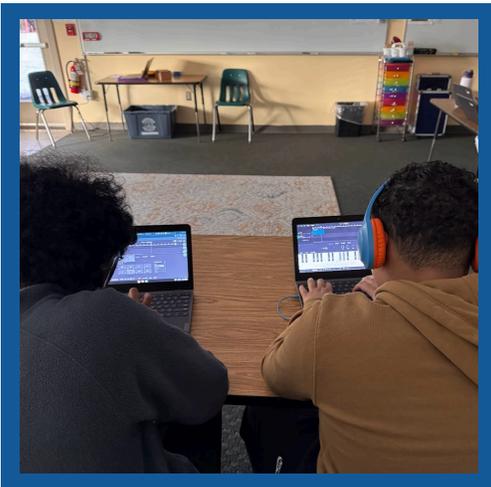
Art

Middle School students explored the concept of tint painting by learning how colors can be lightened through the addition of white. They experimented with mixing tints before designing original compositions on canvas that featured a tinted background with a silhouetted subject layered on top. Using a limited palette of color, white, and black, students focused on contrast, composition, and visual impact while developing intentional brushwork and artistic expression.



Music

This January, Middle School students began exploring Soundtrap, a cloud-based digital audio workstation (DAW). They learned to use key features such as the piano roll and pattern beat maker, as well as how to record and edit audio samples. Students also practiced incorporating tracks from the sound library into their projects, experimenting with layering, tempo, and structure. As they created several original pieces, they gained confidence using the program, refined their listening skills, and learned how to export their tracks as MP3 files to share their work.



Theater

This January, Middle School students read through their original play for the first time in their assigned roles, focusing on understanding character motivation and overall story flow. They applied feedback during read-throughs by adding emotion, refining expression, and listening carefully for cues to strengthen ensemble work. Students also participated in theater workshop games, including Group Charades, in which the class acted out scenes for one student to guess, building creativity, collaboration, improvisation skills, and confidence on stage.



Integrated Arts Update

Spanish

Middle School students began the month by working on a school-wide presentation that showcased traditional clothing from different Spanish-speaking countries through a fashion show. They then moved into a music project in which students selected a Spanish song and analyzed it by identifying emotions, conjugated verbs, and the overall meaning of the song. Students presented their analyses to the class, strengthening both their language skills and confidence. Additionally, students reviewed telling time and daily routines by creating a large interactive circle that displayed each student's daily schedule in Spanish.



Physical Education

Middle School students continued beginning each class with jump rope warm-ups, followed by indoor soccer and a challenging basketball unit that emphasized teamwork, strategy, and skill development. Although a few classes were missed due to weather, students remained engaged, competitive, and enthusiastic once games resumed. The month concluded with a health lesson focused on wellness and decision-making, followed by a quick and energetic game of kickball.



Looking Ahead...

We are thrilled to announce several exciting opportunities to witness the culmination of the hard work put in by our Integrated Arts faculty as they support students in preparing for key events at ASM. Below are the important dates for these events. Additional logistics will be provided as we approach each date.

- May 6.....Art Show Opening
- May 20.....Middle School Theater Performance
- June 1.....Field Day



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!