Andover SCHOOL OF MONTESSORI | Together, we grow

CLASSROOM NEWSLETTER

Middle School | October 23, 2026
Issue 3

IMPORTANT DATES

10/25	Open House for Prospective Families 11:00 a.m. - 1:00p.m.
10/30	All-School Meeting 8:45-9:00 a.m.
10/30	Halloween Fair 3:30-5:00 p.m. (No Enrichment)
11/6	First Friday Coffee 8:15-8:35 a.m. All-School Meeting 8:45-9:00 a.m.
11/11	School Closed: Veterans Day
11/13	All-School Meeting 8:45-9:00 a.m.
11/16	School Closed: Parent Teacher Conferences (Childcare Fun Day available)
11/17	School In Session: Parent Teacher Conferences 3:30 - 5:30 p.m. (conference care available)
11/20	Grandparents and Special Friends Day
11/24	Pizza Lunch
11/25-27	School Closed: Thanksgiving Break
12/1	Giving Tuesday
12/2	Portrait Re-take and Sibling Portraits
12/4	First Friday Coffee 8:15-8:35 a.m. All-School Meeting 8:45-9:00 a.m.

Click here to see the full ASM calendar!

WHAT'S HAPPENING IN OUR CLASSROOM



Our Middle School students recently enjoyed the fruits of their labor by preparing a cheesy, delicious potato au gratin dish using potatoes, onions, and leeks they grew and harvested from the middle school garden. Students worked together to wash, peel, and chop the vegetables before turning their harvest into a delicious meal.

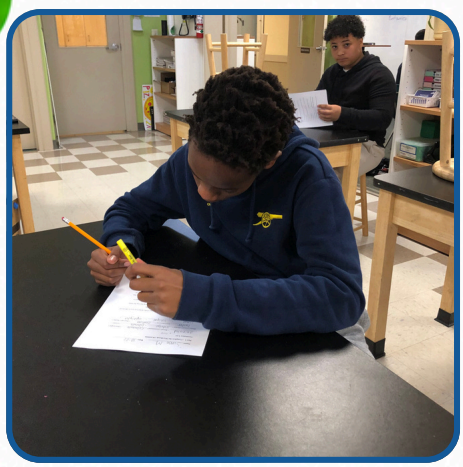
This hands-on experience reflects the Montessori philosophy of learning by doing. Through our Land Study program, students gain a deeper understanding of where their food comes from, develop practical life skills, and learn the importance of collaboration, responsibility, and caring for the environment. Seeing their hard work come full circle, from planting and tending the garden to preparing a meal, gives students a wonderful sense of accomplishment and a greater appreciation for the food they grow.

LEARNING IN OUR CLASSROOM



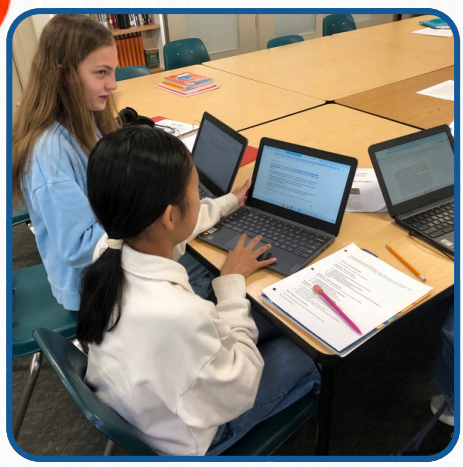
Literature Circle

Over the past two weeks in Literature Circle, students completed their Socratic Seminar on *Children of the Longhouse* by Joseph Bruchac, engaging in thoughtful discussion and demonstrating their understanding of the novel's themes, characters, and cultural context. We then turned our attention to other texts from the period, including excerpts from *Don Quixote*, to explore the Scientific Revolution and examine how changing ideas about science and reason influenced perceptions of the natural world. Next, we will begin reading *Five 4ths of July*, making connections to our summer reading of *Chains* by Laurie Halse Anderson.



Grammar

In Grammar, students studied their third vocabulary list and practiced using the words in context in preparation for their third vocabulary quiz. We also continued our study of the parts of speech with a lesson on compound subjects and verbs. In Writer's Workshop, students continued researching and drafting their explanatory essays, exploring a wide range of topics, from the motion of tides to the effects of the Salem Witch Trials. Students are working to organize their research, develop clear explanations, and communicate their findings effectively.

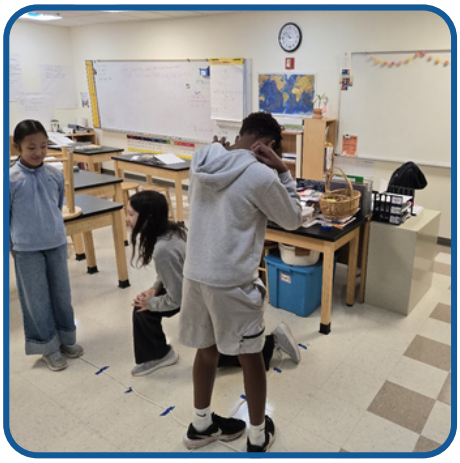


History

Over the past two weeks in History, students completed maps tracing the routes of major European explorers and examined the impact of their voyages. We then began investigating European colonization of the Americas, focusing on the establishment of New Spain, New France, New Netherland, and the English colonies of North America. Through map work, historical analysis, and discussion, students are building an understanding of how European exploration led to colonization and shaped the development of the Americas.

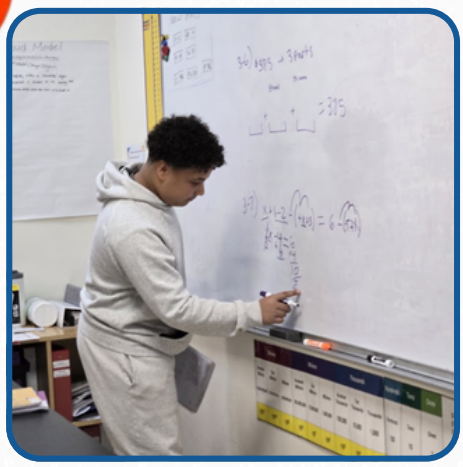
LEARNING IN OUR CLASSROOM

Math



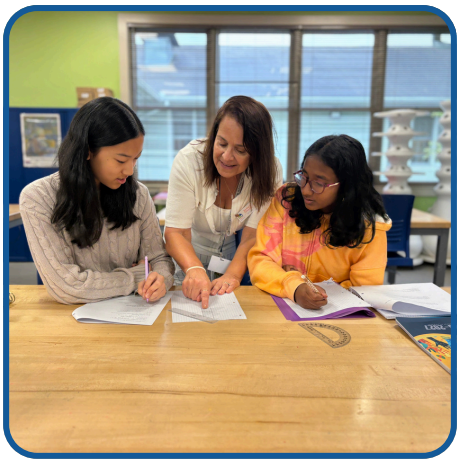
In Envision math, 6th and 7th years started unit three and have been working on integers, rational numbers, and the coordinate plane. As you can see in the photo, students were given various coordinate points and had to explain how they got to those points on the floor grid. Students learned about absolute value and how to plot and order rational numbers on the number line, including integers with decimals and fractions. They then connected these two concepts and used absolute value to find the distance between two points that lie on the same horizontal or vertical line on a coordinate plane.

Algebra I



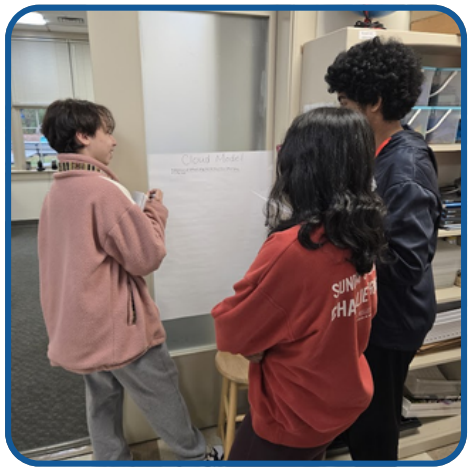
Algebra students continued simplifying algebraic expressions without using algebra tiles, and then setting two expressions equal to each other to solve for 'x'. They learned how to properly record their work in order to show their solution steps. Students began to consider special types of solutions such as "all numbers" and "no solution." They had a unit test and began the next unit on graphs and equation, starting with finding patterns. They began by finding patterns in shapes, and then moved on to finding patterns in tables with (x, y) values.

Algebra II



In Algebra II, students have been learning how to solve quadratic equations using square roots. They are exploring why quadratic equations can have two solutions, one solution, or no real solutions, and how these solutions relate to the graph of a parabola. Students are also practicing how to rearrange equations, isolate squared expressions, and apply the square root method to solve increasingly challenging problems. This work will lead into an introduction to imaginary numbers, as students discover how taking the square root of a negative number allows them to find complex roots for quadratic equations that have no real solutions. Through this progression, students are strengthening their algebraic reasoning and deepening their understanding of quadratic functions.

CLICK HERE FOR MORE PHOTOS



Science

In Science, student have been diving deeper into chemistry, learning about the Periodic Table itself, and how it is organized. They spent time looking at the groups of metals, non-metals, metalloids, and radioactive elements, color-coding their own periodic tables. They also predict the properties of copper and carbon (graphite) in a lab and then tested their hypothesis using experimentation data.



Land Study

In Land Study, students finished their work with preparing the garden for the winter months. This included weeding, laying weed fabric over fresh compost, planting garlic, and putting straw over some of the beds. They also continued their orienteering curriculum and were able to work with a real orientation map of ASM's land. They learned to look at the legend to find the markers at each checkpoint.



Business Collaborative

In Business Collaborative, students continued to prepare for the Halloween Fair by getting materials ready for each booth at the fair, and finishing their posters for their booths. They also have continued to sell garden produce at the Friday Farmer's Markets. Selling leeks, decorative corn, garlic, and potatoes.



Looking Ahead

The Halloween Fair will be held right after school on Friday, October 30. All middle school students are required to be there to set-up, run their booths, and clean up after the event.

INTEGRATED ARTS

Art

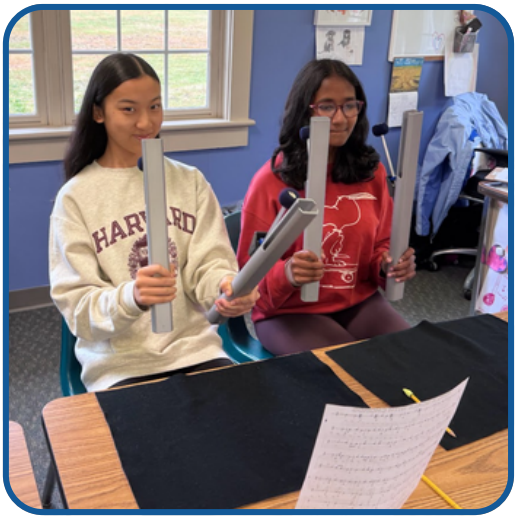
The Middle School students explored two art projects connected to their Humanities curriculum this month. First, they studied early American pierced-tin lanterns and used hammers and nails to create their own versions from recycled aluminum cans. They also learned about Chinese export porcelain imported by the Dutch East India Company and how it inspired the development of Delftware, a more affordable blue-and-white earthenware produced in the Netherlands. Drawing inspiration from this historic pottery tradition, students designed and painted their own Delftware plates, which will be fired at Magic Brush Pottery to complete the project.





Music

This October, Middle School students began working with the Tone Chimes, reviewing and learning how to properly hold, play, and mute the instruments, as well as exploring different playing techniques. Students learned how to read their Tone Chime music, label their parts, and practice playing while following a conductor. They also began preparing pieces for their winter concert, including a mixed-instrumentation piece featuring both Tone Chimes and percussion. We ran through the piece as a group before breaking it into smaller sections and rehearsing each part. Throughout this process, students have been developing their part-independence, music literacy, and ensemble skills as they work toward performing together.



Digital Literacy

In Digital Literacy, we've been focusing on digital safety and responsible online interactions. Students have been learning how to protect their personal and financial information when making online purchases, including recognizing which details are safe to share and when to pause before submitting information. We've also discussed how to identify potential red flags when interacting with people online, such as requests for personal information, suspicious messages, or behaviors that make them feel uncomfortable. Through these conversations, students are developing the critical thinking skills needed to navigate digital spaces thoughtfully, recognize potential risks, and make informed decisions about their online safety.

INTEGRATED ARTS



Physical Education

Middle School has been focusing on basketball skills and team building. Classes begin with a run around the field, followed by a fun plank challenge set to the music of the Macarena. Students have also been introduced to paddle ball, giving them an opportunity to practice coordination and develop new skills.

Spanish

The Middle School students completed their first in-class essay describing different families. They applied the vocabulary they have learned about family members, including common and proper nouns, the verbs ser and tener, different pronouns, and adjectives used to describe physical appearance and personality traits. Students also completed an adjective booklet featuring a variety of activities to reinforce their learning. In addition, they read a short story titled Mi Primo el Gaucho (My Cowboy Cousin) and listened to two songs, Puedo Sentirlo and Un Millón de Amigos.



Theater



In Middle School theater this month, students shifted their focus to editing and preparing a pre-existing script, allowing us to spend more time developing acting skills and preparing for a performance. Students were introduced to Channeling Grimm, reading through the script as various characters and imagining how we can bring the play to life in our performance space. They also watched a video of another school presenting the play, gathering ideas about line delivery, set design, and the overall flow of the performance. Students are excited to hit the ground running as we begin developing our own interpretation of the play!