



Country Meadows Montessori, Inc.

www.COUNTRY-MEADOWS-MONTESSORI.com

8622 Dixie Highway
Fair Haven, Michigan 48023

Countrymeadows89@gmail.com

Dear Parent,

Thank you for your interest in our school, Country Meadows Montessori, Inc. Our Montessori School is available to pre-school children (3 years of age and toilet trained, or close to it!) through first grade. If you are interested in learning more about enrollment, please call for an appointment to visit our school and meet with me. You will be able to observe our children engaged in their natural joy of learning while developing their full potential of success!

The curriculum of Country Meadows Montessori provides interdisciplinary studies of language, creative writing, math, science, geography, history, art and physical activity. This curriculum is taught using Dr. Maria Montessori's world-renowned "hands on" teaching method. In order to achieve these high standards for your child, we are proud to have on staff four exceptional Montessori teachers/assistants. Their extensive experience and Montessori training provide them with the needed insight to accommodate the individual needs of each child within a multi-age classroom.

The essence of the Montessori philosophy is to develop within the child an ingrained sense of responsibility toward themselves, society and completing a "job well done". We here at Country Meadows Montessori feel fortunate to have offered this philosophy to our community for over 20 years and now to your child.

Again, I appreciate your interest and am looking forward to hearing from you.

Sincerely,

Mrs. Jeanette Bostick

Directress

*** 3 Miles East of County Line on M29**



COUNTRY MEADOWS MONTESSORI, INC.



www.Country-Meadows-Montessori.com

8622 Dixie Hwy (M-29), Fair Haven, Mi.

Please contact us at countrymeadows89@gmail.com

Pre-school, Kindergarten, 1st & 2nd grade Childcare available
for children 3yrs – 7yrs.

Affordable...Exceptional...MONTESSORI.

Learning the right answers will get your child through school.

Learning *how* to learn will get her through life!

Come see where “joyful learning for life” begins.

“To be honest, we set out looking for a good, safe, enriching and affordable play-based daycare. But we actually found so much more! First we were surprised to find out how affordable Montessori would be. Later we realized what a gem of a school we had found ” ~CMM Parent

Read more testimonials at: www.Country-Meadows-Montessori.com

(Just 3 miles East of County Line)



BASICS ELEMENTS OF THE MONTESSORI APPROACH

The Montessori Classroom

Montessori classrooms are bright, warm, and inviting. They are filled with plants, animals, art, music, books, and interest centers filled with intriguing learning materials, fascinating mathematical models, maps, charts, fossils, historical artifacts, computers, scientific apparatus, perhaps a small natural science museum, and animals that the children are raising.

You will not find rows of desks in our classrooms at Country Meadows Montessori. Montessori learning environments are set up to facilitate student discussion and stimulate collaborative learning. One glance and it is clear that our children feel comfortable and at home.

Students will typically be found scattered around the classroom, working alone or with one or two others. They will tend to become so involved in their work that we cannot help but be tremendously impressed by the peaceful atmosphere.

It may take a moment to spot the teachers within the classrooms. They will be found working with one or two children at a time, advising, presenting a new lesson, or quietly observing the class at work.

This is a true community of young children. They move freely within the rooms, selecting work that captures their interest, rather than passively participating in lessons and projects selected by the teachers.

In a very real sense, even the very youngest students at Country Meadows take care of their own child-sized environment. They go to the bathroom without assistance. When something spills, they help each other carefully clean things up. Parents are often amazed to see small children in Montessori classrooms cut raw fruits and vegetables, sweep and dust, carry pitchers of water, and pour liquids with barely a drop spilled. These little ones normally go about their work so calmly and purposely that it is clear to even the casual observer that this is their environment.

The Montessori classroom is commonly referred to as a prepared environment. This name reflects the care and attention that is given to creating a learning environment that will reinforce the children's independence and intellectual development.

Respect, Intelligence, and Independence

We know that young children are full and complete individuals in their own right. They deserve to be treated with the full and sincere respect that we would extend to their parents. Respect breeds respect and creates an atmosphere within which learning is tremendously facilitated.

Montessori schools believe very strongly that intelligence is not fixed at birth, nor is the human potential anywhere near as limited as it sometimes seems in traditional education.

Success in school is directly tied to the degree to which children believe that they are capable and independent human beings. If they knew the words, even very young children would ask: "Help me learn to do it for myself!"

By allowing children to develop a meaningful degree of independence and self-discipline, Montessori sets a pattern for a lifetime of good work habits and a sense of responsibility. Students are taught to take pride in doing things for themselves carefully and well.

Montessori Teaches Children to Think, Collaborate, and Discover

At Country Meadows, students and teachers learn to collaborate in the process of education rather than mindlessly compete. Our students discover their own innate abilities and develop a strong sense of independence, self-confidence, and self-discipline. In an atmosphere in which children learn at their own pace and compete only against themselves, they learn not to be afraid of making mistakes. They quickly find that few things in life come easily, and they can try again without fear of embarrassment.

One way of thinking about the difference between our approach and one that is more traditional is to consider that while learning the right answers may get our children through school, learning how to become a life-long independent learner will take them anywhere! Our children are learning to think, observe, and reflect; not memorize and quickly forget. Rather than present students with loads of right answers, their teachers ask the right questions and lead the children to discover the answers for themselves. Learning will become its own reward, and each success will fuel their desire to discover even more. The teachers encourage our children to think for themselves and become actively engaged in the learning process.

Freedom of Movement and Independently Chosen Work

Montessori children are free to move about, working alone or with others at will. They may select any activity and work with it as long as they wish, so long as they do not disturb anyone or damage anything, and so long as they put it back where it belongs when they are finished.

Literature, the arts, history, social issues, political science, economics, science, and the study of technology all complement one another. This integrated approach is one of Montessori's great strengths. As an example, when our students study Africa in world history, they will also read African folk tales in world literature, create African masks and make African block print t-shirts in art, learn Swahili songs in music, and make hieroglyphic calendars in math, as well as study African animals in zoology.

Our mathematics curriculum follows a European model of unified mathematics through which students are introduced to concepts in algebra, geometry, mathematical logic, and statistics from the early years of their education, rather than waiting until high school as is normal in the United States.

The same is true in our science curriculum, weaving principles of physics, chemistry, the earth sciences, botany, and zoology together from the preschool years and up, with far greater emphasis on the sciences in general than is common in most American elementary curriculums.

Typical Class Size

A typical Montessori class is made up of from twenty-five to thirty children, representing a three-year age span, taught by two certified Montessori teachers.

Parents often wonder if it would not be better to organize classes into smaller groups, but there is actually a great deal of research, thought, and successful experience behind this particular model. The key is to remember that in Montessori, the teacher is neither the center of attention nor the sole source of instruction. The children are learning on their own by independent discovery and from each other, as well as through lessons presented by the teacher. This approach allows the children to explore and learn independently as much as possible.

Montessori Classes Encompasses a Three-Year Age Span.

Montessori classes encompass a two- or three-year age span, which allows younger students to experience the daily stimulation of older role models, who in turn blossom in the responsibilities of leadership. Students not only learn “with” each other, but “from” each other. We find that most often the best tutor is a fellow student who is just a bit older.

Some parents worry that having younger children in the same class as older ones will leave one group or the other short changed. They fear that the younger children will absorb the teachers’ time and attention, or that the importance of covering the Kindergarten curriculum for the five-year-olds will prevent teachers from giving the three- and four-year-olds the emotional support and stimulation that they need. Both concerns are misguided.

Working in one class for two or three years allows students to develop a strong sense of community with their classmates and teachers. The age range also allows especially gifted children the stimulation of intellectual peers, without requiring that they skip a grade and feel emotionally out of place.

Each class is an essentially stable community, with only the oldest third moving on to the next level each year. At each level within a Montessori school, the curriculum and methods are logical and consistent extensions of what has come before.

The Montessori Materials - A Road from the Concrete to the Abstract

The basis of our approach is the simple observation that children learn most effectively through direct experience and the process of investigation and discovery. In her studies of

children's learning, Dr. Montessori noted that most children do not learn by memorizing what they hear from their teachers or read in a text, but rather from concrete experience and direct interaction with the environment. *Asking a child to sit back and watch us perform a lesson or an experiment is like asking a one-year-old not to put everything in his mouth.* Children need to manipulate and explore everything that catches their interest. This led Montessori to emphasize the overriding importance of concrete learning apparatus and to the development of the Montessori materials for mathematics, sensory development, language, science, history, and geography.

The Montessori learning materials are not the method itself, but rather tools that we use to stimulate the child into logical thought and discovery. They are provocative and simple, each carefully designed to appeal to children at a given level of development.

Each material isolates and teaches one thing or is used to present one skill at a time as the child is ready. Montessori carefully analyzed the skills and concepts involved in each subject and noted the sequence in which children most easily master them.

To facilitate the prepared order of the environment, the teacher arranges the materials on the shelf following their sequence in the curriculum flowchart. The materials are displayed on low open shelves that are easily accessible to even the youngest children. They are arranged to provide maximum eye appeal without clutter. Each has a specific place on the shelves, arranged from the upper-left-hand corner in sequence to the lower right. Materials are always arranged in sequence, from the most simple to the most complex, and from the most concrete to the most abstract.

Preparing Tomorrow's Innovative Thinkers Today

In a world of rapid change and new discoveries, we can only guess at the skills our children will need to succeed in the 21st century. Now, more than ever, the essential lesson is learning how to learn. The most important years in our children's education are not high school and college, but, instead, those very early years of life. This is when their character and values, self-image, basic skills and knowledge, and appreciation for culture and the arts are formed.

Country Meadows offers our children an education of the heart, nurturing their self-confidence, personal creativity, and entrepreneurial spirit. We can see our children as they truly come to love learning and begin to discover their true potential as they explore creative writing, unified mathematics, geometry, pre-algebra, history, geography, economics, philosophy and ethics, botany and zoology, the physical sciences, foreign language, art, music, dance, and physical education.

Country Meadow's goal is to nurture their intelligence and creativity, helping our child become renaissance individuals in the intellectual tradition of Thomas Jefferson, Buckminster Fuller, and Maria Montessori. Granted, this lies beyond the scope of traditional education, but then Country Meadows has set out to become a rather unusual school.

“Country Meadows Montessori not only prepared our children for incredible success at the traditional schools they eventually attended, but more importantly they gained a profound sense of responsibility and respect for themselves and others, their education and even their own happiness. Yes, the pre-school you choose can and does have that kind of impact on your child's life!” ~CMM parent

Testimonials:

(this testimonial was originally written in 1993, and also includes a recent update!)

“An education for our daughter, Jill, has been one of our family’s top priorities since she was able to speak her first words. Coming from private schools ourselves, we were looking for a comparable learning environment for our daughter. When she approached her third birthday we began our search for daycare that would be in a stimulating atmosphere that not only addressed her social needs but also offered her an introduction to learning.

On referral from a friend I went to observe at Country Meadows Montessori. It filled my needs for daycare, it had great potential for social activities and most importantly an introduction to learning. I was more than pleased at the end of the first six months.

After 3 years (with completing kindergarten) at Country Meadows, she was enrolled in first grade in public school with a second grade reading level and knowledge of math, science and geography that they still hasn’t touched on in her public school’s second grade. What I cannot measure is her interest in learning that grew sharply through her experiences at CMM. The benefit of our investment in education at CMM is that our daughter will have a solid foundation of learning that she can build upon. ~Sue D.

(UPDATE: “As I prepare our home and my family for the upcoming holiday season, I find myself wondering how the time has escaped me. Jill is in her senior year of high school and is working on her college applications. Watching her go through the process takes me back to when Bill and I were searching for her very first school. We wanted her pre-school to be not only the place she would begin her education, but also to be a warm and caring setting, with people who would love and care for her.

It seems like yesterday when we were making the trip to Country Meadows Montessori. She learned colors, letters, manners, hygiene, gardening, respect for our planet as well as respect for her fellow man. Every day, as I picked her up, she would run to me with a picture or a craft or something new she had learned. She learned how to grow asparagus, cook it and ate it! To this day she still eats it and is willing to try new cuisines. She learned to try new things at your school and that trait is still with her today. Her self esteem flourished in this environment. The love, care, hugs and kisses taught her more than you know.

I want you to know I never worried about her in your care. As Jill grew up and entered public school, she was able to meet her first grade studies with advancement of 2 years in reading and her math skills were off the charts. Looking at her transcripts that are being sent off to U. of M. and to Lawrence Tech, as she is applying to the engineering schools, we can trace the love of math back to your school and the great start she got there. Our investment in her start at your school paid off this year. Jill will graduate in the top ten of her class. She has a shopping bag full of letters from colleges around the country wanting her to attend. She will have enough scholarship money to cover a bachelors, masters and most likely a doctorate. From the “pink tower” and the “brown stairs” at Country Meadows, to calculus and advanced Computer Aided Design in high school, our daughter would not have become the successful young woman she has become without the foundation she received at your school.

In closing, I want to thank you for being such a big part of our lives. We have become good friends since those early days. We are looking forward to Jill’s graduation and we would be honored if you and your family would join us at her graduation ceremony (as you were so much a part of that success).” ~Sue D.

The academically rich environment and the nurturing staff are the top two reasons why we chose to send our daughter to Country Meadows Montessori.

She is currently exceeding her reading, spelling and math level by 1 ½ years. We cannot thank the staff at Country Meadows enough for all their teachings and love. We feel truly blessed to have the opportunity to send her and be taught using the Montessori Method.

Our son will be starting this summer and we cannot wait to see how Country Meadows Montessori helps him grow and flourish.
Brenda C.”

“Three years ago we moved to north eastern Macomb County, which also meant a change in venue for my children’s day-time care. Prior to that, both our children attended a small, privately owned day-care center that was accredited from infancy through kindergarten. But with our oldest entering public schools, we needed something closer to home for our son to ease the schedule juggle. At first we tried a newly opened commercial day-care chain. We were “content” with the care it provided, as he was so young still “school” was not necessarily what we needed. But as he grew into his toddler and then preschool years, we were becoming less and less satisfied with the path his days were taking. He is very independent and would often struggle with group time or group “chaos” as we liked to call it. Choosing to sit quietly and complete a puzzle over running around with the other toddlers. His teachers called this out as a fault and it increasing became an issue that he was choosing not to participate.

We never imagined we could “afford” montessori school, just knowing what we were paying for part-time day-care, we assumed a full week at montessori would be greatly more. We did know many of the benefits children reaped there, as our niece had attended 4 years of montessori in southern Michigan and we had three friends with children enrolled at Country Meadows. So last Spring we did a little research and a great amount of comparison and it didn’t take long to realize we were shorting our son and it was our responsibility to make a change.

We could not be more pleased with his progress in just a short amount of time. It’s hard to not wish we had made the switch much sooner, but we can only be grateful of the opportunities he has been given so far at Country Meadows. We no longer worry about how he will fair in public school. He has learned to express himself, and to be a better listener. He has become even more independent and his knowledge about the world around him amazes me. He uses reason to solve problems and acts challenges head on. He now chooses to participate in “group time” because he is encouraged to do so in a loving and enriching environment. He shows respect and care for himself, the adults in his life and his friends, even when simply communicating how his day was.

We are truly blessed to be a part of the Country Meadows Family and can only continue to encourage others to evaluate what they expect out of their child’s education and to invest in their future very early in their lives. You won’t be “content” at Country Meadows…you will be **SATISFIED!!** Cathy & Dave M.

“We have had a wonderful experience at Country Meadows Montessori. The school provides an environment where children learn the curriculum they need to have a great foundation for their entire school career. They also learn lessons to be a good person and citizen. The teachers at Country Meadows give positive encouragement that boosts self-esteem.” ~Julia S.

Read more testimonials on our website: www.country-meadows-montessori.com

