

Spring/Summer 2023



ASSOCIATION MONTESSORI INTERNATIONALE
ELEMENTARY ALUMNI ASSOCIATION

AMI-EAA is a member-run professional association of AMI elementary teachers and trainers, providing a supportive community for the exchange of ideas and promoting the principles of Montessori education.



Who's on Board? *The EAA board is made up of 6 member volunteers. We meet monthly on zoom and occasionally in person! To be a board member, you must be an active EAA member for 3 of the last 5 years.*

Melinda Nielsen: Chair (*Loves to shop for Mexican folk art in Mexico*) chair@ami-eaa.org

Rachel Kimboko: Treasurer (*has knit over 30 sweaters (!) in ten years*) business@ami-eaa.org

Emily Curry: Events (*festival-goer who still reminds us all to get to bed on time*) events@ami-eaa.org

Ginger Kleiber: Membership Coordinator (*obsessed with Pilates*) membership@ami-eaa.org

Regina Sokolowski: Outreach Coordinator (*must walk 20,000 steps a day to stay sane*) outreach@ami-eaa.org

Becca Peters: Publications Coordinator (*impresses her class every year with a cartwheel*) publications@ami-eaa.org

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From the Chair

By Melinda Nielsen

Melinda loves to hand-smock clothing for her grandchildren.

Dear Friends,
I hope this newsletter finds you well and finishing up your school year. This time of the year finds me with many mixed emotions from elation of milestones met to regret of lessons I did not have time to give to the children.

After taking a week to visit with my grandchildren, I am anxious to clean and set up the classroom early in the summer for next year's journey. My cleaning routine is to completely clear the shelves of the classroom one album at a time.

Today I started with biology. After clearing the shelf contents to the middle of the floor, I consulted my biology album and returned the materials that are contained in that album to the shelf.

Of course, the shelf and items were deep cleaned, and a note was made to order more chemicals for the needs of plants experiments. What is left in the middle of the floor is stored or recycled. Needless to say, there are a lot of books and specimens to be stored!

Tomorrow I may tackle geography.

This is a busy summer for EAA. We have a lot of exciting events planned and hope to see you there.

Our Global Series virtual events leading up to the International Montessori Conference are continuing. The first in person summer conference since 2019 is scheduled for July 10-15 th in Santa Fe, New Mexico. It promises to be a fun time of peer presentations and camaraderie in a beautiful setting.

Please remember that EAA is your organization, and I am honored to serve in the leadership capacity with some amazing friends. We are all so grateful to this wonderful community that supports each other in our journey with the children.

Peace and Gratitude,
Melinda Nielsen
AMI-EAA Chair



The Spiritual Preparation of the Adult: A Summary *by Becca Peters*

In January, 2023, those of us who made the trip to Baltimore for the Refresher Course were inspired and enlightened by Rebecca Dallam's presentation. She reminded us, first of all, that our job is to trust the child, trust the method, and to trust ourselves. In order to bring our best selves to the classroom, therefore, she gave us research and wisdom on 4 main areas: memory, sleep, breathing, and attention. It was 2 days packed with information, as we learned how crucial these are for academic achievement. I am going to do my best to summarize my extensive notes!

Memory:

In order to create a memory, it is first essential that you are paying attention. So many things in our modern world can distract us, including our phones, multi-tasking and lack of sleep. For keeping a memory, repetition is important. Repetition is best using the Spacing Effect. A child who needs to practice math facts would be better off practicing for 5 minutes 4 times in a day, rather than 20 minutes all together.

Rebecca told us about lots of kinds of memories that we make, but Prospective Memory, or remembering what we need to do, often susceptible to failure without the right cues at the right time. There are lots of ways to help yourself with this, but one important one in the classroom is recognizing disruption to routine. That is, if you always do a certain thing on a Monday, but Monday is a holiday, you may just forget to do it unless you recognize that your routine will be changed and make a reminder for yourself.

For our students, it is important to remember that in Adolescence a process begins called "Synaptic Pruning" where your brain starts to get rid of memories that are no longer relevant. This is why it is so important that we sow all the seeds of Cosmic Education during the Elementary years, so they can decide early what is going to be important to them later on.

Recommended reading: Remember by Lisa Genova

Sleep:

As adults we should be getting 8 hours of sleep a night. I will not go into detail about the harmful effects of lack of sleep, but it is a long list! Sleep evolved with life, and it is essential for all good things, including the ability to stay calm, make logical decisions, and learn. The REM/NREM cycles that happen in your brain during sleep are critical for so many things, including improving learning, concentration and performance. Additionally, we are more emotionally reactive when we are sleep deprived. Another effect of sleep deprivation is not realizing how sleep deprived you are! On average, our children are getting about 2 hours less sleep per night than children of 100 years ago, and many, many adults are not getting enough sleep either.

Recommended reading: Why We Sleep by Matthew Walker

Attention:

Rebecca reminded us that our phones have the ability to distract us indefinitely, and if we spend enough time being interrupted, we start to interrupt ourselves. Mihaly Csikszentmihalyi's idea of flow is fundamental to being human, and it is important that we recognize this in our class and help our students find their flow state. In flow, we are focused on a single task with a specific goal, which is personally meaningful, and not too easy or too hard but at the edge of our ability.

A great and accessible path to a flow state is reading a book. Rebecca pointed out that novels are a great way to develop empathy, which itself is a complex form of attention.

Additionally, in a low stress situation, letting your mind wander is a gift. It helps us to synthesize and make connections, as well as enhance our creativity and organize our goals.

Next, she spoke about children with attention difficulties, and emphasized the importance of freedom of movement and free play. Free play has many benefits including physical and brain health, problem solving, social skills, and letting children discover what intrinsic motivation looks like.

Recommended reading: Stolen Focus by Johann Hari

Breathing

Rebecca started with a story. Did you know that 4 billion years ago, all living things inhaled carbon dioxide and exhaled oxygen? Around 2.5 billion years ago, oxygen breathing began, because oxygen provides more energy. In the history of hominids, our faces have changed a lot from the earliest humans, due to our changing diets, our larger brains, the colder climates, and our larynxes descending to allow for speech. All of this has had a tremendous effect on breathing.

The best breaths are made through our noses, rather than our mouths. Mouth breathing leads to dry, irritating air. Your nostrils, on the other hand, trap impurities, and moisten and warm the air. Mouth breathing weakens your throat, and can lead to more waking during the night, which affects our sleep (and we've already learned how important our sleep is!) The ideal breathing speed is 5.5 breaths per minute, which is a cycle of a 5.5 second inhale followed by a 5.5 second exhale.

Recommended reading: Breath by James Nestor

Although these were huge and fact filled topics, I found them relevant to the world we are living in right now. Protecting our spirits as teachers by paying attention to these topics is so crucial, and so we must give ourselves time to prioritize our sleep, our breathing, our attention and our memory.

Hop, skip, jump for your Mental Health by Kei Ikeda

Kei is an AMI trained teacher and dancer based in Australia, and founder of montessoridance.com.au

There are so many ways to cultivate mindfulness and to look after your mental health. Meditation, breath work, yoga, mindful walking, mindful eating...dance can certainly be an avenue to cultivating mindfulness and to be in the present moment. There is nothing more satisfying than moving freely and being fully immersed in your dance.

Dance has helped me during challenging times and it has also helped me to express myself without the need for words as I often found that moving my body was a much more effective way to express the energy that was inside me.

After I started ballet as a child, my mother noted that I was standing taller and tended to look up more. I was a rather melancholic child who worried A LOT and tended to walk with my head looking down. Dance brought joy and lightness into my life. My favourite movements often included jumping and leaping through open space, though I also enjoyed the quiet, meditative movements of port de bras and adage.

Dancing continues to be a source of joy and am forever grateful that dance came into my life.

As you develop mindfulness and tend to your mental health this summer, consider adding some combination of hopping, skipping, leaping and jumping into your daily life. It's amazing how much these movements lift your spirit and bring joy.

What do you do to look after your mental health and wellbeing?

Photo Credit: Patricia DeCorsey



Themes from Consultations by Greg MacDonald

Greg is an AMI Trainer, mentor, grandfather, and writer. He once saw a platypus in the wild.

I was asked to address was any recurring themes that I have identified across what is now three decades of consultation. I've written some selections below in "Consultation Report" form. These items are not organized in any particular way.

Timing of Presentations: Don't wait too long for "mastery" of a previous presentation before moving forward – Remember that the "next" presentation/s will reinforce earlier work, so wait for 70%-80% accuracy and if your observations indicate that it is time (because the children appear to be listless, or no longer interested in the material, for example), move on. The children will tell you if you're moving too quickly and you'll find that in most cases, that you've moved ahead appropriately.

Going Out Program: A robust Going Out program is important for delivery of an authentic Montessori elementary program. Going Out begins in the Casa dei Bambini, when a child leaves the room in search of (for example) leaves in the garden that match the Botany Cabinet. The children's skills are further developed in the 6-9 classroom and towards the end of this level, or in the upper elementary classroom, a fully realized Going Out program emerges. Later, advanced Going Out activities (e.g. regular visits to a mentor, operation of a school "Travel Agency" which upon request organizes field trips for all levels, etc.) may also be introduced.

Repetition of activities is important for the children's understanding, which generally does not come immediately. Understanding more often comes gradually, as the children are active with the material and as they explore its potential. Each presentation should therefore contain within it motive for repetition, and a culture of follow-up work/repetition should also be established in the class. This may require an initial investment of time on the part of the Guide, who may need to remain with a group through multiple repetitions following a presentation, as this tradition is being reinforced.

Children may not repeat presentations for a variety of reasons. These include:

- The child understands the presentation/concept and can efficiently repeat the presentation relatively flawlessly. Repetition in such a case is unnecessary. Presentation of more advanced, subsequent presentations should lead to more challenge and renewed interest/repetition on the part of such children.
- The presentation is too advanced for the child, who cannot internalize the process. Smaller, more specifically targeted groups may be necessary to present activities more appropriate to the readiness of the children.
- Large groups may be the issue. Some children may not receive sufficient exposure to a presentation for confident repetition to occur. Smaller, more targeted groups should serve to alleviate this situation, permitting you to adjust the pace and number of repetitions of presentations to the children involved.
- The presentation may be too long, leading to lack of attention and disinterest in the material. Shorter presentations, paced to the needs of the children, should alleviate this situation.
- Use Learning Journals to schedule repetition for the following day (so that the activity is fresh in the children's minds).

Phases of an Album Chapter: In most cases, each chapter of each album has a sensorial /introductory/ nomenclature phase (comparable to the first period of a Three Period Lesson) which is designed for new class members aged around 6 years. A second phase, which is the longest, and which involves elaboration and expansion of the first phase work (and which is comparable to the second period of a Three Period Lesson) is designed for the large middle block of children, aged 7-11. A third and final phase involves abstraction/generalization/formulae. It is comparable to the third period of the Three Period Lesson, and it is typically delivered to the oldest (11-12 years) children in the elementary. Your planning may be shaped, informed and focused by this approach to presentations.

Testing: Montessori children should be prepared for tests after the adults have analyzed the tests for specific terms and subject matter. This is a Preparation for Life, despite the fact that we may be far from in favor of this aspect of the child's "life". The children should be taught test-taking skills that will hone their ability to successfully take tests. Copies of tests that are commonly administered in traditional schools may be made available on the shelves in the form of a "material", which includes the question booklet, the answer sheet, and the Teacher's Answer Key, which is used in mainstream schools by teachers as they score each test. In a Montessori setting, the children score their own tests, then discuss any problems or issues that they find with their Guide.

Correcting Work/Checking Learning Journals: The elementary Guide is not responsible for checking every example of every child's work. Teacher Assistants should not correct children's work either. If the Guide CAN physically check every piece of every child's work, then there is too little work occurring in the classroom, a situation that should be investigated (and reflected upon) and then remedied by the Guide. The adult is also conducting himself/herself in far too invasive a manner.

Therefore, the teacher must obey two rules. She must not interrupt a child who is working. She must not correct indiscriminately the errors of the child. Montessori, Maria: Creative Development in the Child, Volume 2

Unsolicited "correction" of errors by the adult is not conducive to the development of the children. It highlights all that is "wrong" with the work, and it fails to draw the children's attention to what is "right". If any corrections are to be made, it is the children who should make them, in discussion with the adult. Similarly, Learning Journals are intended to support each child's learning, and the development of autonomy. A system in which an adult systematically "checks" journals can very easily transform Learning Journals from tools that support the child's self-construction, to tools of oppression used by the adult. Review of Learning Journals can occur during regularly scheduled child/Guide conferences, and before/after school. The information gathered and discussed should be directed only towards assisting the child to identify work habits etc. and to provide the child and Guide with potential presentations and re-presentations.

Additional Materials: Many additional "materials" have been created by various Montessori producers, and many others are created by Montessori Guides. Before acquiring any of these for the classroom (or before making them for the classroom), ask yourself the following questions:

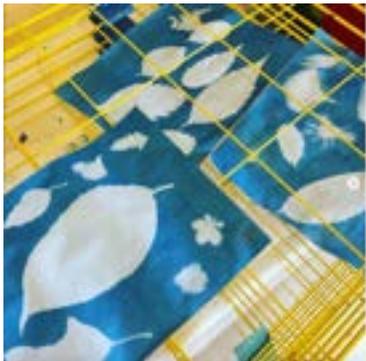
1. Could the children make this for themselves?
2. Could the children do this for themselves?
3. Could the children find this out for themselves?
4. Could this material take the children's activity away from authentic Montessori materials?

If the answer to any of these questions is "Yes", then the material should not be purchased/introduced to the classroom. To do so is to take away the children's work, and thus, to impose an obstacle to the children's self-construction.

Periodically review all materials in your environment, identify any materials that are present but not included in your albums, and then assess their impact upon the development of the children. The observation that “the children enjoy/use the material” is not sufficient reason to retain the material. Children enjoy candy, and they may use technology, but to the detriment of their natural path of development. It is the adult’s responsibility to ensure that such factors do not impact this development. These “extra” materials should be removed from the environment whenever and wherever they present an obstacle to development (which is almost invariably the case).

Therefore, the first and most important principle underlying our method is that every useless help given to the child becomes an obstacle to his development. This is not merely philosophy, but a fact to which we attach fundamental importance. Montessori, Maria: Creative Development in the Child, Volume 1

We must give the child, all the help he requires, but that which is most noxious to psychic life is the excess of help. Montessori, Maria: Creative Development in the Child, Volume 1



Photos credit:
left- Shannon Welsh
right: Anna Discenzo



Types of Presentations: A small group of presentations are actual stories – The Great Stories are the most important stories told by the Guide, but many other stories are also a part of the experience of a Montessori elementary child. (Examples include The Story of the Plants, and the Story of Geometry, as well as short, original stories told by the Guide to introduce new areas of knowledge.)

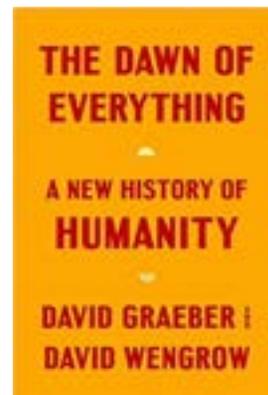
A second group of presentations is instructional - They present nomenclature (such as The Parts of a Triangle) or they present a concept that would generally be beyond the ability of most second plane children to arrive at independently. Laws for Divisibility are an example of this - In these presentations, the Guide takes the children through a process that arrives at a conclusion, which enables them to state the particular law being studied. The third group, which represents the majority of presentations in a Montessori prepared environment, is composed of presentations that are designed to introduce the children to the manner in which a material may be used. The children’s activity after the presentation promotes auto-education. These presentations typically last only 5-15 minutes ... Just until the children understand how the material is to be used. Then the Guide should leave. As Janet McDonell, an AMI 3-6 Trainer once said at a conference: “Learning begins when the adult leaves.”

The temptation to teach with materials is a tension with which all of us as Montessori Guides must constantly deal. We want to “know” that the children understand, that we’re “doing our job”, etc. The temptation must be resisted, and the child and the Montessori approach must be trusted. Deep and intuitive understanding emerges much more frequently when this approach is taken. This requires that we step out of our “comfort zone” (raising our own bar). The Montessori approach offers many avenues for the assessment of a child’s understanding. You can identify instances of teaching with the materials in a variety of ways. Chief among them is:

1. Any presentation that lasts beyond 5-15 minutes (God Who Has No Hands, and a few more advanced presentations excepted) should be suspect.
2. The children have clearly lost interest, and look bored/distracted.

A Reflection on *The Dawn of Everything: A New History of Humanity* By Stevie Mock (she/her)
Stevie finished her AMI Elementary training in 2020. She is a lifelong learner who loves life and all the universe has to offer.

At the end of 2020, Allison Denny reached out on EAA-Talk to propose reading and discussing a newly released book, *The Dawn of Everything: A New History of Humanity* by David Graeber and David Wengrow. The overview of the book seemed like it would be relevant for our Montessori practice so we formed a book group to read it together. I was intrigued, but had no idea how much it would influence my thinking and practice as a Montessorian. I had even less idea how much the group and our meetings would mean to me personally. It has been such a blessing to spend time with our group, connect about our practice and our lives, and find inspiration in our reading for how to engage with our learners.



When I talk about *The Dawn of Everything* (and I tell anyone who will listen about it) I always feel like I need to start with a disclaimer: it is long and dense. But I promise, it is absolutely worth it. I found it utterly fascinating to dig into the deep past and the archaeological evidence that shows that things may not have been exactly what we thought.

The book begins by taking a close look at the enlightenment period and how conversations between indigenous thinkers and colonizers influenced the way Europeans thought about the world. Indigenous perspectives caused many colonizers to question the inequities, oppression, and hardships of life in Europe. In defense of European culture, enlightenment thinkers were forced to offer alternative explanations. They argued that the cause of human suffering was due to something inherent in human nature rather than a product of their society. This way of thinking ended up being a powerful influence on how archaeologists and anthropologists of the following centuries interpreted evidence of the ancient past. That viewpoint - that humans were always inevitably going to end up living the way we live now - has persisted into modern science and history.

The book goes on to discuss how recent findings in the fields of archaeology, anthropology, and other related sciences tell a story that contradicts the one we've been told over and over again: that human development was always leading to where we are today. It calls into question the idea that the way we live now is inescapable and inevitable for all humans. The book instead tells a story of human experimentation and exploration of different ways of living. There are many examples of societies that seem to have been left behind because people simply decided those ways of living didn't work for them. And other examples of societies that persisted for long periods of time because they did work, even though they were often very different from one another. There are examples of large cities that were not ruled over by a central king or government as we are taught to expect. There were also cities that did have centralized leadership and were abandoned "mysteriously." Large gathering places and monuments were built by peoples we know little to nothing about, which seem to be collective actions by many smaller groups coming together rather than top-down undertakings like the Great Pyramids.

The major theme of *The Dawn of Everything* is that humans have freedom of choice, which resonates with the Third Great Story. People, as individuals or groups, can and have chosen a different way of life if the one they are living doesn't work for them. It makes the point that human beings for the last 300,000 years were, essentially, us. They had the same brains and the same ability to reflect upon, consider, and make informed choices about how they lived. And they have repeatedly chosen societies that were more communal and less tyrannical.

I highly recommend *The Dawn of Everything* if you are up for a challenging but rewarding read. There is also a well-read audiobook which may be a little easier to follow for those who enjoy listening. It is full of evidence-based speculation, interesting stories and examples from history, and presents a critical analysis of earlier anthropological and archaeological work, some very iconic and influential. It asks a profound question: what if we looked at the evidence without assuming that all human development was leading us here? The answers are often surprising and exciting.

I, personally, found it refreshing to imagine a world in which we can choose a new way of life, especially as I look at all the ways our society doesn't work for so many people, not to mention the Earth herself. I think it might be empowering for our learners to hear stories about human beings making conscious choices about how to set up their societies, rather than making the assumption that this is the only way we could possibly live.

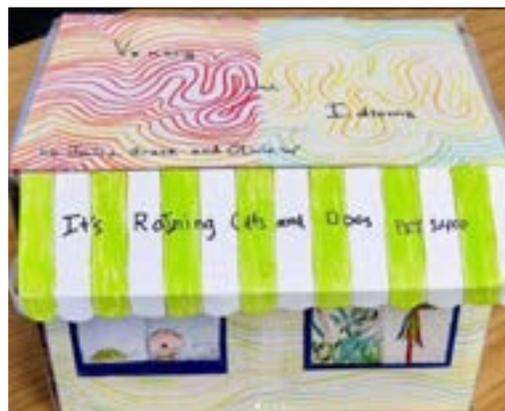


Students at Montessori School of the Berkshires made our imaginations a reality by constructing a ten million for the Wooden Hierarchical Material!

Photo Credit: Meagan Ledendecker



Photo Credits: Gina Polly Applegate,



Phyllis Pottish-Lewis

Virginia Viscovic



Photo Credit: Chris Trostel

Shared Wisdom

Regina Sokolowski, our brilliant Outreach Coordinator, gathered some amazing Montessori advice to include in our social media pages over the past few years. Below is just a sampling:

I am so lucky to have had Ms. Stephenson involved in both my Primary and Elementary training courses. Near the end of the elementary course, I asked her how I get around to giving all the lessons in the albums. Being primary trained I was having a difficult time wrapping my brain around offering Cosmic Education. Her answer was spot on, and I have heeded her advice ever since. She said, you give the big thinking wondering lessons early in the week and early in the morning. That way the children are energized to collaborate, and they also have the time to do so.

-Melinda Nielsen

First, remember they are children. Being a “student” is only one aspect of their personalities and their needs. Focus on the whole person, not just the student part.

Next, be open and ready for surprises, delights, and epiphanies. Even more important, plan for them. Speak the values you want to see manifested in the group. Observe for them in action and call attention to them. Use pro-social language. Instead of don’ts, musts, and have tos - talk with the children about what they can do, want to do, and will do.

Look, our work is hard. If you can’t find a little joy most days it becomes untenable. So, don’t just wait for it to come. Cultivate a little honest curiosity, show pleasure and satisfaction in working well together, and working hard to an end. Tell stories and jokes, sing a little, dance a little, play a lot. Give lots of clear and concise presentations. Everyday. Everyone loves to be in a place where good, hard things are being done well and with pleasure. We all like to feel ourselves grow and improve.

- Chris Trostel



Photo Credit: Regina Sokolowski

Relationships are important. In fact, you likely will not have a cohesive class that runs well without you taking the time to get to know your students and be open to communicating with their families. Connection is crucial-your students need to know that they can rely on you, that you are consistent in how you interact with them, and that they can trust you. Then you can teach!

-Virginia Viscovic



Ginger and Emily Curry, our Events Coordinator, were able to make the trip this spring. Here are some pictures they shared from their time in The Netherlands!

AMI Annual General Meeting *by Ginger Kleiber*
Ginger is Membership Coordinator for EAA.

The trip to the AGM was an eye-opening experience for me, as I saw how worldwide Montessori is. There is the knowledge that AMI Montessori is international, but being there in the Netherlands gave me a deeper understanding of the outreach of AMI.

AMI Montessori is a force for change and is helping to create global peace. It showed me that, at times, we get so caught up in the academic portion of our teaching and need to remember to see the bigger picture. Montessori is a transitional education to support the current child and bring about a kinder, more compassionate world. Even though countries like Ukraine, Argentina, India, and South Africa are facing challenges or issues, the fact that they still provide a Montessori experience for children is inspiring. The dedication and depths of Montessorians helped me realize that AMI Montessori is truly an Education for Peace.



During the Pandemic, EAA members really came together to share scenes from their classrooms. So many great resources and inspirational ideas were shared! Here is a compilation of book recommendations from our members.

What Happy People Know by Dan Baker
Maria Montessori Writes to Her Grandchildren
Trials of the Earth by Mary Hamilton
The Enchanted Hour by Megan Cox Gurdon
101 Improv Games by Bob Bedore
The Book of Answers by Carol Bolt
The Number Devil by Hans Magnus Enzensberger
String, Straight Edge and Shadow: The Story of Geometry by Julia E Diggins
How to Enrich Geometry Using String Designs by Victoria Pohl
Joy of Zentangle
Picture Pie by Ed Emberley

Read Aloud

Brown Girl Deaming by Jacqueline Woodson
Walk Two Moons by Sharon Creech
The Watsons Go to Birmingham, 1963 by Rita
Elijah of Buxton by Christopher Paul Curtis
Seedfolks by Paul Fleischman
The Evolution of Calpurnia Tate by Jacqueline Kelly
Haroun and the Sea of Stories by Salman Rushdie
Blood on the River: Jamestown 1607 by Elisa Carbone

Picture Books

Frederick by Leo Lionni
The Day the Crayons Quit by Drew Daywalt
Golden Domes and Silver Lanterns: a Muslim Book of Colors by Hena Khan
The Undefeated by Kwame Alexander

Poetry

A Beautiful Day in the Neighborhood: The Poetry of Mr. Rogers
The Atlas Book of Poetic Zoology
Ubiquitous by Joyce Sidman

Non-Fiction

When the Whales Walked by Douglas Dixon
When We Became Humans by Michael Bright
Prehistoric Field Guides by Matthew Rake

Cabinet of Curiosities by Gordon Grice
Anatomy series by Julia Rothman
Illustroria (magazine)
Whales by Kelsey Oseid
Unusual Creatures by Michael Hearst
Seeds Move by Robin Page
A Brief History of Life on Earth by Clemont Dupont
Continental Drift by Martin Ince

28 Days Moments in Black History that Changed the World by Charles R. Smith Jr.
A Young people's History of the United States by Howard Zinn and Rebecca Stefoff
I Dissent: Ruth Bader Ginsburg Makes her Mark by Debbie Levy
Who's in Charge? DK Publishing
The Power Book by Claire Saunders et al

The Anatomy Series by Julia Rothman
Illustroria (magazine)
Whales by Kelsey Oseid
Unusual Creatures by Michael Hearst
Seeds Move by Robin Page
A Brief History of Life on Earth by Clemont Dupont

The Lost Words by Robert Macfarlane
The World Book Dictionary
A Compendium of Collective Nouns by Woop Studios
The Boy Who Drew Birds, The Story of John James Audubon by Jacqueline Davies
Don't Forget to Write for the Elementary Grades by 826 National
An Exaltation of Larks by James Lipton
Guppies in Tuxedos by Martin Terban

Poetry

A Beautiful Day in the Neighborhood: The Poetry of Mr. Rogers
The Atlas Book of Poetic Zoology
Ubiquitous by Joyce Sidman

From the Publications Coordinator:

I am so thrilled to be sending out our first post-pandemic EAA newsletter. There have been so many changes in the past few years, and if you are anything like me, one of them was a vast increase in the number of online programs and software I've had to learn to use. I am not a naturally tech-inclined person, so learning some new skills to put this newsletter together was a BIG work for me- and just as rewarding.

If you are an Instagram or Facebook follower, you'll recognize some of the content from the social media takeovers of the pandemic-era. We are so grateful to the members who stepped up and offered us a peek into their worlds. We want to preserve these for the benefit of future EAA members by including them in the Newsletter Archive on our website, so you'll see more in future issues.

After this initial edition, we'll be going to a bi-annual publishing schedule of fall and spring: the deadline for any articles, pictures, etc. for the next issue will be October 1, 2023.

If you have questions, suggestions, requests, comments or advice, please don't hesitate to reach out to me at publications@ami-eaa.org

With Gratitude,

Becca Peters

The AMI-EAA Newsletter provides a vehicle for professional communication, discussion, and argument. It contains articles which are written by and for its own membership. The contents of this Newsletter do not necessarily reflect the opinions of AMI-EAA or AMI.

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