



Building Closed

On Monday, May 28th, we will be closed in observance of Memorial Day. We will reopen on Tuesday, May 29th at 6:00am. Have a safe holiday!

Muffins with Mom

Join us on Friday May 11th

7:00am - 8:00am

Please stop by and have muffins, coffee, and juice with your child in the school cafeteria.



End of the Year Class Parties

Each class will be having their end of the school year parties on Friday, May 25th. Please check with your child's teacher to see what you will need to bring for the party.

Important Dates

- May 4 Cinco De Mayo festivities
- May 11 Muffins with Mom
- May 13 Mother's Day
- May 24 Kindergarten Graduation
- May 25 Class Parties/ Last day of school
- May 28 Building Closed**
- May 28-June 1 Transition Week**
- June 4 1st day of Summer Camp

Classroom Transitions

We will be transitioning students to their new classes starting Tuesday, May 29th. A letter will be sent home by Friday, May 25th letting you know which class your child will be in for the summer. Students will be fully transitioned and begin their new classroom on Monday, June 4th. Please let us know if you have any questions.

It's Time for Some Summer Fun!

Come and join us for summertime fun at Silverline. Each week provides the children with exciting activities, fieldtrips, and in-house activities. A typical outing might include a visit to a museum, a farm, Bayou Wildlife, or Main Street Theater. We can also beat the summer heat with some splashing fun on our water-play structure.

We have also included Summer Academics with Launch STEM, Writers Workshop, Mango Math, Reading Practice.

Silverline's Summer Program is the perfect place for campers to enjoy the summer months, share new experiences, and make lasting memories.

2018

Kindergarten Graduation



The Silverline School Kindergarten Graduation!

This event will be sponsored by the Silverline staff and parent committee. The graduation will take place on Thursday, May 24th at 5:30 pm in the Second Baptist Church Auditorium. (across the street from Silverline).

Note: Students will need to arrive by no later than 5:00 pm .



Summertime

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Montessori Quote For the Month

“Never help a child with a task at which he feels he can succeed.”

-Maria Montessori

Montessori Corner

New Scientific Study Supports the Montessori Method

A new study published in a science magazine shows that Montessori education leads to better outcomes than traditional methods.

A study comparing outcomes of children at a public inner-city Montessori school with children who attended traditional schools indicates that Montessori education leads to children with better social and academic skills.

The study appears in the Sept. 29, 2006 issue of *The Journal of Science*. You can read more in an exclusive article and interview with Dr. Lillard in the Fall 2006 issue of *Tomorrow's Child* magazine.

Montessori education is characterized by multi-age classrooms, a special set of educational materials, student-chosen work in long time blocks, a collaborative environment with student mentors, and individual and small group instruction in academic and social skills. More than 5,000 schools in the United States, including 300 public schools, use the Montessori method.

The Montessori school studied is located in Milwaukee and serves urban minority children. Students at the school were selected for enrollment through a random lottery process. Those students who "won" the lottery and enrolled at the Montessori school made up the study group. A control group was made up of children who had "lost" the lottery and were therefore enrolled in other schools using traditional methods. In both cases the parents had

entered their children in the school lottery with the hope of gaining enrollment in the Montessori school.

This strategy addressed the concern that parents who seek to enroll their children in a Montessori school are different from parents who do not," wrote study authors Angeline Lillard, a University of Virginia professor of psychology, and Nicole Else-Quest, a former graduate student in psychology at the University of Wisconsin. This was an important factor because parents generally are the dominant influence on child outcomes.

Children were evaluated at the end of the two most widely implemented levels of Montessori education: primary (3- to 6-year-olds) and elementary (6- to 12-year-olds). They came from families of very similar income levels (averaging from \$20,000 to \$50,000 per year for both groups).

The children who attended the Montessori school, and the children who did not, were tested for their cognitive and academic skills, and for their social and behavioral skills.

"We found significant advantages for the Montessori students in these tests for both age groups," Lillard said. "Particularly remarkable are the positive social effects of Montessori education. Typically the home environment overwhelms all other influences in that area."

Among the 5-year-olds, Montessori students proved to be significantly better prepared for elementary school in reading and math skills than the non-Montessori children. They also tested better on "executive function," the ability to adapt to changing and more complex problems, an indicator of future school and life success.

The authors concluded that, "when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools."

Montessori children also displayed better abilities on the social and behavioral tests, demonstrating a greater sense of justice and fairness. And on the playground they were much more likely to engage in emotionally positive play with peers, and less likely to engage in rough play.

Among the 12-year-olds from both groups, the Montessori children, in cognitive and academic measures, produced essays that were rated as "significantly more creative and as using significantly more sophisticated sentence structures." The Montessori and non-Montessori students scored similarly on spelling, punctuation and grammar, and there was not much difference in academic skills related to reading and math. This parity occurred despite the Montessori children not being regularly tested and graded.

In social and behavioral measures, 12-year-old Montessori students were more likely to choose "positive assertive responses" for dealing with unpleasant social situations, such as having someone cut into a line. They also indicated a "greater sense of community" at their school and felt that students there respected, helped and cared about each other.

Lillard plans to continue the research by tracking the students from both groups over a longer period of time to determine long-term effects of Montessori versus traditional education. She also would like to replicate the study at other Montessori and traditional schools using a prospective design, and to examine whether specific Montessori practices are linked to specific outcomes

Lillard is the author of "Montessori: The Science Behind the Genius." More information is available at: <http://www.montessori-science.org/>. For a copy of the study in the journal Science, call 1-202-326-6440, or email: scipak@aaas.org.

Happy Memorial Day

