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Montessori of Macon’s Mission

“To Educate the Whole Child for a Whole World.”

By the whole child, we mean the social, emotional, physical, spiritual and intellectual aspects of being human. By nurturing the wholeness of our children and fostering respect for each other, nature and community we prepare them for a life of continued joy that will contribute positively to a whole world.

Cari Mae, Eleanor, Fiona, & Katie at Culture Fest

Tax Deductible Giving

Just a reminder that Montessori of Macon is a not-for-profit 501(c)(3) corporation... that means that donations to the school are considered tax-deductible gifts which can be claimed on your itemized tax return. As we near the end of the year, please know that your tax deductible contributions are always welcome at Montessori of Macon, as we continue to strive for excellence in all aspects of our campus community and the educational experiences provided.

MONTESSORI OF MACON

A Montessori of Macon High School

by Elizabeth Irwin

December 2011

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Newsletter



Lydia & Ashleigh



Isabel & Abigail



I tend to look through rose-colored glasses at life. In my mind, things are just going to work out the way I want them to. While this has led to some sorely disappointing realities, it has just as often helped me forge ahead and successfully accomplish herculean tasks (and I might add with a wonderful attitude)! So when MOM began to seriously discuss starting a high school, I was surprised to find myself dragging my feet! We have worked so hard and have built strong, exciting programs...would a high school take away from all that we have done?

MOM started twenty years ago as an elementary program for first through third grades. We promptly expanded into grades fourth through sixth. Then we started a primary program...then a middle school...then toddler! We are a community meeting the needs of our families and the families of middle Georgia. It seems reasonable that families would want their children to continue through twelfth grade within the same school community. After research and a visit to a Montessori high school, it became clear to me and the high school committee, that MOM can build a high school program which will support (not take away from) our other programs and our community of families.

What will a MOM high school look like? Well, it will not resemble a traditional high school where halls are lined with classrooms and teachers teach subjects in isolation. Walk into MOM's high school and you will see teachers and stu-

dents collaborating in a dynamic learning environment. While each course will have its own objectives, it is through the integration of subjects that students see the interrelationships of concepts and students gain a broader perspective. We do not see our responsibility as solely to prepare our students for college, but rather to prepare our students for life. Students will continue to hone lifelong skills such as time management, independence, problem solving, research skills, accountability, etc.

MOM will offer a college preparatory course of study including advanced placement classes for students in eleventh and twelfth grades. A menu of electives are being designed using the skills of the MOM community and the wider Macon community. Electives will include technology courses, fine arts, drama/theater, the college application process, photography, etc. Students can also design an elective in pursuit of a personal interest with the guidance of a teacher: establishing parameters, objectives, assessments, etc. Students will be required to take a yearly wellness course that is designed to foster life skills and strategies for making healthy life choices including: nutrition, cooking, money management, religious studies, gardening, etc. Some students in the eleventh and twelfth grades will be ready to take advanced courses at area colleges through dual/joint enrollment programs. Students can earn core college credits while simultaneously meeting MOM high school graduation requirements.

Another unique aspect of a MOM high school will be an emphasis on facilitating students with their career

A Montessori of Macon High School

continued...

MONTESSORI OF MACON

and life choices. Through mentorships and internships, students in eleventh and twelfth grades will explore career options in the real world. A student who is interested in studying astronomy may work afternoons at the Museum of Arts and Sciences in their planetarium program. A student who dreams of being a veterinarian, may work in a local vet office to see what that entails. In addition, students will be required to fulfill community service hours through service work in the Macon area. Students will learn much about themselves and their ultimate career choices in real world contexts.

To enhance the high school experience, students will be involved in starting clubs, such as environmental, film or drama, or by participating on academic teams such as debate, math bowls, etc, and sports such as cross country, tennis and golf. Small schools such as MOM can and do compete in many extracurricular activities.

Since the MOM high school will continue to incorporate the Montessori philosophy, it will be imperative that the program continue to have a Montessori trained lead teacher who will facilitate collaboration of all the high school teaching staff. This lead teacher position will develop into a Middle/High school program coordinator that will also assume responsibility for college counseling for families and students. Additional teachers with various specialties will be hired as needed.

Many of you may not know, but we have a ninth grader this year. AND next year, he will be in the tenth grade! As the ninth grade is officially part of our Middle Years Program, the High School starts next year. MOM will continue to have a combined middle/high program until 2015 or soon after, when it is estimated that MOM will have enough students to separate into a Middle Years Program for grades seven to nine and a High School Program for grades ten to twelve.

You do not have to wear rose-colored glasses to know that MOM is a community dedicated to the Montessori philosophy and MOM's mission to educate the whole child for a whole world. We hope that the same reasons you are at MOM now...the proven educational practices and the safe and nurturing environment, will be the reasons your family continues to be a part of the MOM community.

"If Montessori is an effective and positive approach for young children, as has been well documented for ninety-six years, then why, at the crucial juncture of adolescence, would it suddenly become less effective?"

If independence, curiosity, values of self-direction, inquisitiveness and responsibility are important for a five year old, are they any less so for a sixteen year old? If 'following the child' can be an effective maxim for a decade of schooling, should we doubt that same child's lead when he becomes a teen?"

Jamie Wheal, New Directions for
Montessori Secondary Education

"My vision of the future is no longer of people taking exams, earning a secondary diploma, and proceeding on to university, but of individuals passing from one stage of independence to a higher, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual."

Maria Montessori

MONTESSORI OF MACON

Toddler 1 Ms. Deidra & Ms. Hattie

December 2011

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Newsletter



Que & Reagan



Colton



Roman

Our Toddlers are filled with their usual curiosity, eager to explore everything around them. As teachers, we enjoy being able to assist them in building vocabulary, strengthening small and large motor skills, engaging in creative expression, and beginning to learn and practice early social development. All of this takes place daily through different activities that reassure order, concentration, coordination and independence.

During this session we were able to take several nature walks and discuss the changes that were taking place as the season went from summer to fall. We enjoyed planting fall plants on our patio. With the addition of our plants, the patio is extremely attractive and peaceful, encouraging the children to take more of their work outside. Some of their favorite activities include: painting, watering the plants, sweeping, doing yoga and listening to stories being read.

One morning we read a story about a curious little monkey that makes pancakes. This gave us the opportunity to make pancakes of our own. William made the batter and everyone else was able to pour the batter onto the skillet. The pancakes turned out perfectly and everyone thought they were delicious, including Miss Hattie.

Just thinking of all the accomplishments the children have made since the start of second session is amazing. Four of our students have been working very hard at mastering toilet training. Reagan and William have been working repeatedly with number recognition. They have enjoyed playing a game we call "knock knock" with the sand paper numbers. Hannah, Kensli and Kasyn

enjoy picture matching with the shapes. We are even working on naming a few of these shapes. Camden enjoys watering the plants and hanging around the snack table.

Ava just started with us this session and she thoroughly enjoys all of the water works in the class. Washing her hands, scrubbing pumpkins, scrubbing tables, or washing her dishes after snack are a few of the activities she enjoys. Colton has enjoyed our study of horses. In fact, for the past three weeks, he has excitedly worked on the horse activities before choosing anything else in the room.

Roman and Que have been working hard on learning their colors. They enjoy working together on the color sorting activity. After they have completed this activity, they venture on to a color game. During this game, they go through the class seeking out various items of different colors.

No matter if the task is big or small these children are always up for the challenge. Always busy at work mastering skills, and having a genuine love for learning, their peers and their environment. It's always a joy to share these experiences!



Camden

Toddler 2

Ms. Sharon & Ms. Amanda

MONTESSORI OF MACON

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Newsletter



Elijah eating lunch

Elijah is eating his lunch at the community table with the rest of his classmates. He drops the spoon he is using to eat his applesauce and it makes a loud noise as it clatters on his plate. Everyone quickly looks at him to see what happened. He grins at the attention he has drawn to himself and everyone giggles at his reaction. I say “you dropped your spoon, Elijah” and he nods with a sweet smile and picks up his spoon. Jacob repeats what I said “Lijah, spoon”. Tercio picks up his spoon and bangs it on his plate. We slowly return to eating our lunches.

This is one small example of the importance of community in the toddler classroom. Each day I observe many different interactions that demonstrate the important role a strong community plays for our toddlers- from a spontaneous offer of help in cleaning up another child’s spill to the concern shown by everyone when one child is not feeling well to the joyful expressions when several children are running together on the playground. By working and living each day together in a safe, positive, supportive, nurturing and consistent community of children and adults we allow the children opportunities to: create bonds, develop empathy, learn from each other, assist others, and enjoy their time together.



In order for our community to develop successfully we focus constantly on pro-social development. There is the potential for conflict every 30 seconds or so in a roomful of toddlers so we use these moments of tension to help each child learn how to set personal boundaries, how to communicate their likes and dislikes and how to ask for what they need from their peers. We model empathetic and sincere reactions when a child is hurt or upset. We help these young children to begin to put words to their feelings. We support the children as they learn to navigate the challenges of being together in a group.

At this point in the school year we really start to reap the benefits of this approach. All of the children in the classroom feel accepted, safe, valued and cared for and because of their experiences and interactions they have the self-confidence and social skills to truly connect with each other. Through these connections they form community. Within this community the children are able to enhance their learning, to fully engage with their environment and to feel secure enough to stretch and develop new skills.

It is a genuine honor to be able to witness the friendships, companionship, enjoyment and satisfaction that these children share with each other as their social skills blossom and they become true members of their community.



Michelle & Cayden



MONTESSORI OF MACON

Primary 1
Ms. Barbara & Ms. Jenny

December 2011

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Newsletter

Our students continue to amaze me with their progress each day. Measuring the level of success in our environment occurs by observing students engage with materials and their peers each day. We emphasize the development of independence and see students willing and capable of making challenging choices in the environment as being a major goal. Coordination, concentration, independence, and order are all part of the child's work cycle regardless of what work is chosen. We capture glimpses of this ongoing process with Alice demonstrating great focus and concentration with the baby washing activity. Her full attention to the activity is seen as she pours water into the basin. This activity requires multiple steps to assist with her balance and coordination and attention to details. Max is headed for the book corner to share a story with the baby and enjoy a nurturing moment.

The sensorial material is to aid the process of classifying the environment. All the sensorial materials have the same developmental aim of refining the ability to observe, compare, discriminate, differentiate, reason, decide and problem solve. A child's visual discrimination of size is enhanced with the manipulation of the cylinder materials. It was designed to enable the child to arrive at a clearly conscious level of discrimination. Tristan is using the Knobless Cylinders combined with the Four Cylinder Blocks. He is expanding his attention span, hand-eye coordination as well as language and discrimination skills of thickest to thinnest. The weight of this material may be easy for Tristan, but to a young three year old, it is quite a challenge to lift.

Through numerous repetitions of these works, our students demonstrate the independence and concentration skills necessary for further learning and development to occur. Our community offers a nurturing environment with freedom for children to make choices and decisions daily.



Alice



Max



Tristan



Thomas

Primary 2

Ms. Valerie & Ms. Deborah

MONTESSORI OF MACON

Art for Young Children

Teaching art to the younger children can be an enjoyable experience for the child if you allow them the opportunity for “hands-on” learning. We do this every day through painting with a brush, finger painting at the easel, water colors at a table, cutting and pasting for collages, crayons and pencils with paper, and sculpting with playdough. These allow experimentation by the child unguided by the teacher. The teacher can enhance these experiences by adding new media (clay, textures, tissue paper, cloth, sand, pastels, chalks and a wide variety of colored paints).

To help students learn to draw and paint, the teacher introduces to them the seven elements of art: lines, shapes, colors, values, textures, forms and spaces. With the topic of lines, the children are exposed to new terminology such as straight, bent, curved, diagonal, horizontal, and vertical lines. The children find these ‘lines’ in their environment and for fun make them using their bodies.

Next, the children learn the various ways these lines are put together to make shapes. The metal insets in the class demonstrate these shapes. From these shapes we can make more shapes. As they learn about shapes and practice them with the metal insets they are more likely to use these shape in their art work.

Learning about color is playing with the primary colors (red, yellow and blue) and making the secondary colors (orange, green and purple) from the primary colors. Then the topic of cool colors and warm colors comes along. We enhance the element lesson by introducing the children to artists that they can duplicate. Mondrian worked only with primary colors that were bright and pure with vertical and horizontal lines. Kandinsky worked with all types of lines and bright colors, primary and secondary colors. Shape study is fun with Klee and Picasso with the geometric shapes they added to their people. Jackson Pollock is a must for color study. Flicking paint is great fun and the paintings are so colorful!

Value is lightness and darkness of colors. The children experiment with white, black and complimentary colors. White and complimentary colors are

used to lighten a darker color. Black and complimentary colors are used to darken lighter colors.

Texture is a great way to experience Vincent van Gogh and his flowered paintings with thick layers of paint and bright colors. Claude Monet duplicated with sponge painting for the impressionistic look. Collages with cloth are lots of fun and are full of color.

Form is best studied with recycled items for sculptured creations by the students. Or by playing with playdough, clay, twisted foil and pipe cleaners. We have had fun with Deborah Butterfield’s interest in horses and made huge horses out of boxes, duct tape newspapers

Space is the hardest concept for young children to grasp. How do you make objects in your drawing close up or far away? Although we introduce the concept of space at this level, it will be further expanded upon as the students move up to higher levels. The artists mentioned were just a few of the ones we can use to have fun with art. The thing that matters most is that the children have fun experimenting with the art process and not worry about the product.



MONTESSORI OF MACON

Lower Elementary Mr. Jake & Ms. Sally

December 2011

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Newsletter

It's been a great start to Fall in Lower Elementary. The weather has been beautiful and the children have been working as energetically as ever. In the classroom, we have been exploring the Timeline of Life, which follows the entire history of life on earth, through the Paleozoic, Mesozoic, and Cenozoic eras. Many children have done research on various species of plants and animals and where they fit on the Timeline. This is one of the most impressive and popular materials in the Lower Elementary classroom. If you've not seen it in person, you should come by and have a look.

Our class has also begun examining the continent and country of Australia. Australia is a fascinating place, full of unique wildlife, incredible geographic features, and an intriguing human history. This group has shown a particular interest in learning about other parts of the world, and it's wonderful to see such enthusiasm about foreign people and places from these young students.

This class is also filled with a fantastically creative group of writers! On Halloween, we held our annual Halloween Poetry Lunch. Before the event, each child wrote a poem based on their Halloween costume. The older children then went through a workshop and revision process, offering feedback and helping one another to improve their poems. On Halloween, we invited the families and friends of our students to watch them recite or read their poems. The children played to a packed house in their costumes, and each performed brilliantly. The Poetry Lunch kicked off a surge in interest in poetry—haiku, free verse, rhyming couplets, and more—and our room is now full of poetry books, poems in progress, and poems by the children posted on the walls for all to see. What an exciting thing to watch!

At the end of October, we were lucky enough to be able to take a field trip to Fort Hawkins here in Macon. Fort Hawkins was built in 1808 near the Ocmulgee Indian Mounds and has been a part of Macon's history ever since. The children were able to learn about the work and science of archaeology, explore the replica Fort Hawkins blockhouse, and even participate in real

archaeological work! It was a very fun and educational trip.

Fall is an extremely busy time for everyone here at MOM. Between Halloween, CultureFest, Thanksgiving, parent-teacher conferences, and preparing for the Winter Performance, each Fall is that time of year when teachers often just have to keep their heads down and grind it out. Fortunately, the children and families of MOM are outstandingly cooperative and supportive. Thanks to the MOM community for all you do to keep us afloat during this hectic season. The Winter Break will be here before we know it!



CariMae



AnneMarie



Sterling & Chris



Upper Elementary Ms. Tethel, Ms. Fran & Ms. Sarah

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Newsletter

“Morning Poetry” and “Afternoon Sayings” -- two powerful exchanges of ideas



Shaked

When Upper Elementary students gather for Morning Poetry and Afternoon Sayings, they are transported into another dimension of the school day. Four mornings each week, precisely at 8:15, Morning Poetry begins. A student facilitator (currently Shaked, a 5th grader from Israel) announces the three readers. One by one, each reader informs the class of his or her selection, reads it, shows any illustration, and invites questions or comments.

Meanwhile, on several days each week, following recess, students gather in the group area for Afternoon Sayings. The format is similar to Morning Poetry. A designated student (based on alphabetical order) reads a popular saying (proverb or idiom) and then invites classmates to share their interpretation of the saying.

What do students think about Morning Poetry and Afternoon Sayings? Here's what they recently said:

Lindsey: “Morning poetry is fun and soothing to do because the poems are creative and have a lot of meaning” ... “In afternoon sayings I always learn new sayings and the origins.”

Bella: “I am learning more about poetry, and I am learning more about other people by seeing their favorite poems.” ... “Afternoon Sayings is kind of like learning about history when we learn how these sayings came about.”

Judah: “It is soothing. But, when you are forced to read out of books the teacher wants you to read out of, it is not that great.” ... “I like to learn the sayings because I like to use them.”

Zachary: “The way I feel about morning poetry varies, depending on the poems being read. Sometimes I listen intently, sometimes I drift off, and other times it is in between.” ... “Afternoon sayings is rather interesting because it introduces new expressions and helps you comprehend (even better) the ones you already know.”

Bryce: “I like Morning Poetry because it is soothing.” ... “I like Afternoon Sayings because it calms me down after being outside.”

Danielle: “I like to read in Morning Poetry. Sometimes, I like the discussions and sometimes I do not.” ... “I have learned a lot in Afternoon Sayings. Sometimes I like the discussions, and sometimes I do not.”

Charley: “I like hearing the two voices in poems. I dislike it when people do not speak loud enough to hear the poems.” ... “I like hearing the origins of the sayings. A dislike is that sometimes I do not understand the saying.”

Danielle: “I like to read during Morning Poetry. Sometimes, I like the discussions, and sometimes I do not.” ... “I have learned a lot during Afternoon Sayings. Also, sometimes I like the discussions, and sometimes I do not.”

Weston: “I like Morning Poetry because it often opens up big conversations that I can learn a lot of things from.” ... “I like Afternoon Sayings because I can see if I know all of the sayings or if I do not know some.”

Alexis: “It is very interesting to hear people's voices in Morning Poetry; and it is interesting to hear stories that I have never heard.” ... “Afternoon Sayings is important because I hear phrases that I did not know, and I learn how to use them.”

Belle: “I like reading the poems, and I like the new poetry books.” ... “I like the sayings because some of them are funny.”

Clay: “I like to hear poems I have never heard.” ... “I like to hear where lots of interesting sayings come from.”

Yumi: “I think it is fun to hear new poems.” ... “It is fun to hear new sayings.”

continued on pg. 12

Middle Years Mr. Adam, Ms. Susan & Ms. Megan

Technology in the Middle Years Program

According to Moore's Law, computing power doubles every eighteen to twenty-four months. This historical trend has continued for approximately fifty years, and, though the doubling rate is expected to slow to once every three years near the end of 2013, the fact is we live and will live in a world of rapidly increasing technological power. Preparing our students for a technological world is part of our responsibility as educators at the secondary level.

We meet this responsibility in many ways in the Middle Years Program. For instance, students use software like Geometer's Sketchpad and Geogebra to explore mathematical topics. Students have been introduced to topics from the distributive property, to solving equations, to finding the maximum value of a function using this software. We also use Microsoft Excel in our math courses. In fact, our algebra students are using Excel to track the performance of imaginary stock portfolios in an iteration of the stock market game. This game also requires them to research the performance of their stocks at least once a week, which is most easily accomplished online.

Of course, the use of technology in the classroom isn't limited to our mathematical work. Not to mention tools like scientific calculators, pH meters, and digital scales, Excel is used in our science courses to create data tables and graphs in the course of experiments. We use word processors in English Language Arts and history courses to create working bibliographies and to draft essays. Ancient World History students recently created digital stories on elements of Ancient Chinese culture using Windows Moviemaker. Power Point is not only a tool the guides frequently use to present the first period of a lesson, but also the preferred multimedia presentation element for students presenting research projects. As you'd expect, search engines are most students' go to source when they begin their research.

While we recognize our responsibility to begin to familiarize students with the productivity software they will need to be successful in their future academic work and, eventually, in the workplace, and revel in the ready availability of so many virtual learning tools, we also try to take a balanced approach to the use of technology in our classroom. Though there are many applications that would allow students to create a virtual model of a molecule, for instance, we choose to make the initial presentation with a concrete, physical model that the students can touch and manipulate with their hands. Though we could have our Algebra 1 students use graphing calculators or Geogebra for all of their graphing needs, we believe that the act of creating the graph with their hands first provides another mode of experience that might increase conceptual understanding for some students.

We believe our approach to technology meets the responsibility to prepare our students for a whole world, a world that is increasingly dependent on technology, while also offering our students multiple routes to understanding.



Luke, Halley & Zach

Strategic Plan

Jason P. Huffman, President

MONTESSORI OF MACON

Montessori of Macon has been extensively involved in the creation of a new five-year strategic plan for the 2012-2016 cycle. Over the last two school years, multiple planning steps involving input from all constituents of the MOM community have been implemented. First, the Board of Directors took part in a visioning exercise, the results of which were shared with families, teachers, and staff, who in turn indicated priorities by placing stickers on large posters at the Annual General Meeting (AGM) in August 2010. A committee of teacher and family volunteers, led by Vice President Stacy Schwartz, compiled, organized, and interpreted this input and then presented a list of four target areas to the Board. After the Board issued its support of the general target areas, draft action items matching goals for each of the four general areas were shared with the MOM community at the most recent AGM in August 2011. The positive feedback received from across the community constituents following the 2011 AGM has now affirmed our directions for the future and our Strategic Plan for Montessori of Macon. Recently, the Board has been working to finalize action plans for each goal, with a sequence of events, a timeline, identification of resources, a method for monitoring progress, and criteria for evaluating success. Although the full plan with all such details is too lengthy to reproduce here, I would like to share with you again the goals from the Strategic Plan:

Student Performance:

- To develop and implement a consistent, school-wide data gathering system to correlate student achievement to Montessori of Macon's mission.
- To facilitate successful transitions between developmental levels by aligning school-wide curriculum, both vertically and horizontally.

Academic Programs:

- To build a viable Middle School and High School with a combined population of at least 30 students.
- To implement a consistent Montessori philosophy between the school day and the extended care services (before school, after school, and camp programs).

Faculty:

- To retain an experienced and dedicated staff by offering a competitive compensation and benefits package, as compared to similar Montessori schools.

Campus/Facilities:

- To identify and define the future construction phases needed to realize the long-term campus plan and to implement Phase III.

As work progresses toward achieving the goals of our M.O.M. Strategic Plan, you may hear of ways that you can get involved, perhaps giving time, sharing talents, or offering support. I ask that you please do consider making such contributions, as we all continue to strive toward the Montessori of Macon mission, "To Educate the Whole Child for a Whole World."



MONTESSORI OF MACON
EDUCATING THE WHOLE CHILD FOR A WHOLE WORLD

855 Tolliver Place
Macon, GA 31210
(478) 757-8927

Upper Elementary continued...

Shaked: I like running Morning Poetry. I did not get to do this in Israel." ... "I like Afternoon Saying because I like how students raise their hands and other students call on them."

Macy: "I like listening to my classmates read their favorite poems, and I like reading my favorite poems." ... "I like hearing all of the different sayings, and I like most of them because they are funny."

Madeline: "I like reading poems, but I could do without Morning Poetry." ... "I think Afternoon Sayings" are important because I am learning sayings I can use for life."

Carson: "I think it is a lot of fun when it is your turn to read a poem." ... "The titles in Afternoon Sayings are real. For example, "between a rock and a hard place."

Sharif: "I think Afternoon Sayings is a good activity because I learn new words and new meanings."

Sam: I enjoy having fun with words and thoughts in Morning Poetry."

Sarah: "I like Morning Poetry except when I am late, and it has already started." ... "Afternoon Sayings have some cool origins."

Emily: "I love Morning Poetry, but sometimes I am not in the right mood for it." ... "Afternoon Sayings are O.K., but sometimes I wonder if I will ever hear them again."

Isabelle: "When I was in fourth grade, I HATED Morning Poetry. When I was in fifth grade, I did not

care whether we had Morning Poetry. Now, in sixth grade, I enjoy Morning poetry." ... "Unlike Morning Poetry, I have enjoyed "Afternoon Sayings since it started. I do not use sayings very often, but I like being able to understand someone if [he or she] uses a saying."

Camille: "3 Likes – 1) I learn about different poets that I have never really noticed such as Edgar Allen Poe and Emily Dickinson. 2) Poe is my favorite. 3) There is a variety of poems to choose from."

Sydney: "I like morning poetry because you get to hear poetry read by different poets who are good writers." ... "I enjoy Afternoon Sayings because, even though it is not the most exciting thing to do, you do get to learn new sayings and there meanings."

Akira: "I like almost every poem I have heard. It would be hard to choose one, but if I had to pick one, it would probably be one out of the Robert Frost book." ... "I have never heard any of the sayings that people read in Afternoon Sayings, and I had never heard of the word "idiom."

Tashya: "I think Morning Poetry is interesting because I learn about poets and get to read their poems." ... "I think it is important to learn these sayings just in case you hear them."