

Dear Parents,

The new set of works has been updated. Please let me know if you have any questions.

After touching base with families over the last couple of weeks, it seemed that many families had some similar questions. Therefore, this week in the parent resources section you will find resources on the following topics: motivation, perfectionism, and mindsets. Please let me know if you have any questions.

Keep in mind that you can always keep items from weeks previous on the shelf, especially if your child needs to continue practicing a certain skill that a work addresses, or it is a work of interest. If you are ever unsure what to keep or take off the shelf, please let me know and we will have a conversation during our Wednesday check-ins together.

Please also let me know if your child ever feels frustrated with any work. I would love to help support you and your child and to make sure we are meeting your child where they are at!

Continue to give a lesson first so that your child knows how to use the material and is set up for success. If you ever need further clarification on how to do a work, I'm just an email away!

Summaries and pictures are due Friday of each week. This counts towards your child's attendance.

I will be emailing each family to let you know what group for both the Math section and Language section that pertains to your child.

Have a wonderful week!

Chelsea

To-Do

- Read the Motivation, Perfectionism, and Mindset Resources in the Parent Resource section. Please let me know what questions you have.
- Take a look at the new works and begin to put the necessary new works together. Are there any you would like more clarification on? I will check in on Wednesday.
- Prepare for the lessons that will be given on Wednesdays.

Practical Life / Self-Care

- **Self-Care**

- Yoga

- Define the space in which yoga can take place just as we define any other space for a work on the shelf with a mat or table. You could use a yoga mat or a towel. I highly suggest finding a yoga mat or towel that looks different than the mats your child uses to do works on the shelf. In our classroom work mats are not for our bodies, but a yoga mat is. Therefore, we want to make a clear distinction between the mats so that children easily know which mats are not for our bodies and which mats are.
 - Print out and, if possible, laminate the Yoga cards found in the Practical Life / Self-Care section. Place the Yoga cards in a basket or on a tray and place the basket or tray near the Yoga mat. You could also place the basket or tray on the shelf and place the Yoga mat up against the shelf.
 - Give a lesson. Show your child where the work is kept, how to unroll the mat, and demonstrate a couple of poses. To demonstrate a pose, choose a card from the basket or tray and demonstrate that pose on the yoga mat. Choose another and do the same. Demonstrate how to put the work away and let your child have a turn!



- **Practical Life**

- Make Applesauce!

- Once your child has had practice with the apple slicing work from the last set of 2 weeks' worth of works, they can learn how to make applesauce!
 - Below (on the left) is a picture of the tool the children use in the classroom to independently peel and core the apples. However, I understand that many families likely do not have one of these. If you do not, you could give a lesson to your child on how to peel an apple with a simple potato peeler and then use the apple slicer also pictured below (to the right) to core the apple.



- We keep a bowl of apples on a shelf by the work for the children to access freely whenever they want to do this work. Since the tool we use to peel and core the apples has to be attached to a table, we typically keep this tool out at a designated table (instead of on a shelf) with the applesauce-making tray all day. The children are expected to clean their dishes, wipe up the table, and sweep the floor before leaving the work making it ready for the next person.
 - Please give a full lesson from start to finish of how to wash their hands, peel, core, slice, place the slices in the crockpot, and how to clean up the work. This work has many steps! Please walk through it yourself before presenting to make sure you have everything you need and so that you can present a clear, concise lesson 😊
 - **General Lesson**
 - Wash hands
 - Grab an apple from the bowl and take it to the designated table.
 - Use the tool to peel and core the apple.

- Remove the apple from the tool, place the apple on a cutting board, and use an apple slicer to slice up the apple into small pieces just like in the apple slicing work.



- Transport the slices using the cutting board to the crockpot. Remove the lid of the crockpot, place the slices in the crockpot, and place the lid back on.
 - Clean all dishes, wipe the table, sweep the floor.
- The crockpot will need to be accessible by your child. Therefore, it is important to talk to your child about safety when using a crockpot. Talk about the fact that a crockpot is hot and that the lid needs to be placed back on after the slices have been placed inside.
 - Allow your child to add as many apples as they would like to throughout the day. If your child decides to be finished for a while and wants to come back to the work later, he or she will still clean up the work to make it ready for him/herself later.
 - If you have an excess of applesauce, gift some to someone! (if you are comfortable doing so). Children learn a lot from giving to others. Talk about the feeling they felt when they gave their gift to someone else. Talk about the smiles/emotions from the receiver of the gift.
 - At the end of the day, or whenever you have enough apples and the apples have cooked through, add desired spices together with your child and enjoy! You could have the applesauce be a part of your child's snack.
 - Please adjust this lesson to meet your family's needs, but keep in mind to keep the work as independent of an adult as possible!
- Sewing
 - Sewing is great for fine motor development. Among many things, developing fine motor skills will help your child to be able to hold and manipulate a pencil to be able to write!
 - Once your child has mastered lacing, you can present the work described below.
 - On one tray, place fabric with a traced shape pre-drawn on it. Start simple with basic shapes like a circle, square, or triangle. As your child becomes more experienced, the shapes can become more intricate. For example, you could draw an outline of a bird or number(s). Better yet, your child could even draw their own outline!
 - On another tray, a needle, wine cork, embroidery hoop, and scissors. This is the tray that will move from the shelf to a table. Place the needle in the

wine cork. Not only does this make it easier to find the needle, but it also keeps the sharp end protected until it is ready to be used.

- In a small cup, place some pre-cut embroidery thread.



- **General Lesson**

- Gather the fabric and thread bundle and place on the main tray.
- Carry tray to a table.
- Demonstrate how to use the embroidery hoop and place the fabric between the two parts of the hoop. Tighten.
- Teach your child how to thread a needle or buy a needle threader and teach your child how to use it.



https://www.amazon.com/Stainless-Threader-Embroidery-Needle-Threading-Needlework/dp/B0858YP3X4/ref=sr_1_12?dchild=1&keywords=threader&qid=1601653777&sr=8-12

- Tie a knot in the end of the thread. Below is a picture of how we have found it best to tie the thread for easy use for children.



- Show your child how to start from the underside of the fabric, look for where the needle is pointing through, line it up on the outline, emphasize going up and then down with the needle to create stitches and also emphasize the stitch size during the lesson. After a couple of stitches, let your child try.
- Be available once they are finished to help tie the final knot, show how to cut the string, and show them how to clean the work up.

Sensorial

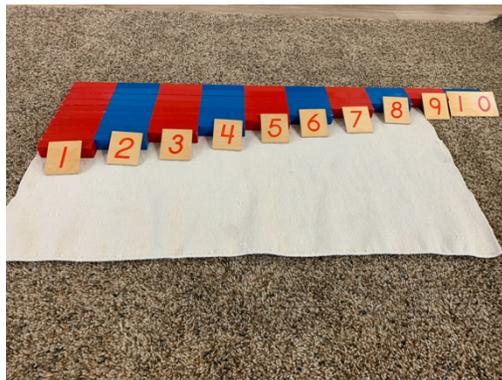
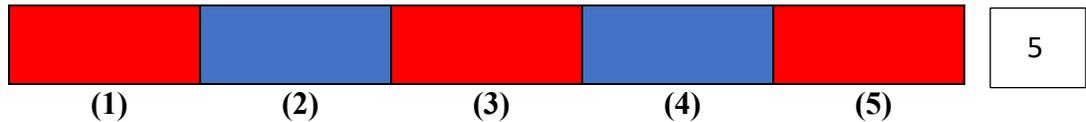
- Rough & Smooth
 - Go on a nature walk. Find a variety of items that are rough or smooth. I would suggest 3-5 things for each category.
 - Print and, if possible, laminate the Rough & Smooth cards.
 - Place the objects in a basket on a tray. Place the cards on the tray too.
 - General Lesson
 - Unroll a mat.
 - Grab this work from the shelf.
 - Place the rough & smooth cards at the top of the mat starting on the left side of your mat.
 - Demonstrate categorizing the objects. Emphasize feeling each object carefully to determine if it is rough or smooth. Place the objects under the correct card.
 - Demonstrate how to place everything back on the tray and back onto the shelf.
 - Let your child try!
- Mystery Bag
 - Find a drawstring bag and place a variety of objects in it that are of a variety of textures and temperatures (For example, wood feels warmer than something metal. Glass also has a different temperature than metal or wood.)
 - The drawstring bag can be placed in a basket on the shelf.
 - General Lesson
 - Unroll a mat
 - Bring the mystery bag work to the mat.
 - Remove one object at a time to just show your child what possible items are inside. Place all the objects back into the bag one at a time.
 - Without looking reach into the drawstring bag and feel for an object. Hold it in your hand without pulling it out of the bag and try to guess what it is. Once you have guessed, remove the item to see if you were correct.
 - Do this with a couple of the objects. Then demonstrate how to clean up and place the work back on the shelf.
 - Let your child try!



Math

Group 1: Blue

- **Keep practicing numbers 1-10. We are continuing to work towards our goal of your child identifying numbers 1-10 out of order accurately. We also are looking for your child to be able to accurately place the correct number of items at a given number. Remember repetition is key! Repetition allows us to not only move information acquired into our long-term memory, but also builds confidence!**
- **If your child is experiencing frustration with works up to 10, then limit the numbers. Practice only numbers 1-5 from each work and slowly build up to 10 as the numbers are mastered.**
- Oral counting
 - **Purpose: I can count 1-10.**
 - Count orally whenever possible. You can literally sneak in counting all the time!
 - Count when reading a book. (Ex. Count the number of sheep on the page with your child when you are reading a farm book.)
 - Count how many cars you and your child walk by as you head to your car.
 - If you are baking, count how many cups you need. I always “up the ante” and use more cups whenever possible. For example, if my recipe calls for 1 cup of flour, I get out the $\frac{1}{4}$ cup and use it four times. Let’s me count higher with a child!
- Red & Blue Rods
 - **Purpose: I know a number represents an amount of objects.**
 - Print and cut out each “rod” and the numeral cards. If possible, laminate.
 - Organize the rods on the mat from longest to shortest. The longest rod being at the top of the mat.
 - Start with the one rod.
 - Count each section of the rod and place the corresponding numeral card with it. See diagram below. The numbers in parentheses are counted orally.
 - See Red and Blue Rod Document in the Math Section.



- Spindle box
 - **Purpose: I know a number represents an amount of objects.**
 - This is what it looks like in the classroom.



- Make your own! You could make your own at home using sticks you've collected from outside or popsicle sticks or straws or pipe cleaners, etc.



**** They colored the sticks in the picture. No need to do that at all! Natural sticks are much more appealing to children.**

- Bring me
 - **Purpose: I know a number represents an amount of objects. (This work adds another level of difficulty because there is no control of error.)**
 - Place numeral cards out in order across the mat from left to right.
 - Find objects in the environment and bring the right number of objects to match the numeral card.
 - When finished, place all items back where you found them in the environment.



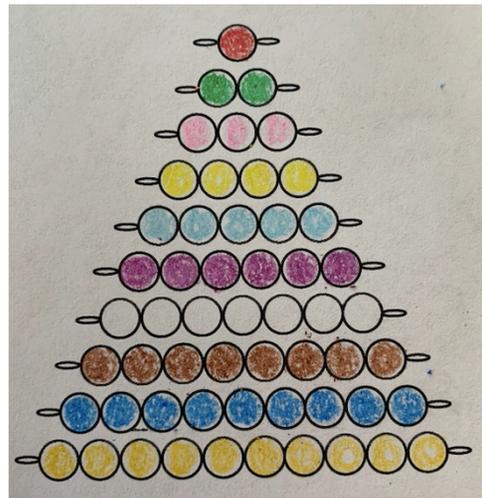
- Memory Game
 - **Purpose: I know a number represents an amount of objects. This work adds another level of difficulty with memory being a factor.**
 - You can play this with your child or your child could play this with an older sibling!
 - Place numeral cards upside down.
 - Hide the basket with the marbles somewhere in the environment.
 - Moving from left to right, peek at a number.
 - Go get that number of marbles.
 - Place the marbles under the numeral without flipping the numeral over. Your partner counts the marbles and tries to guess your number. Once your partner has given you their guess, flip over the number to check to see if they were right. If the number card does not match the number of marbles, make the necessary correction 😊



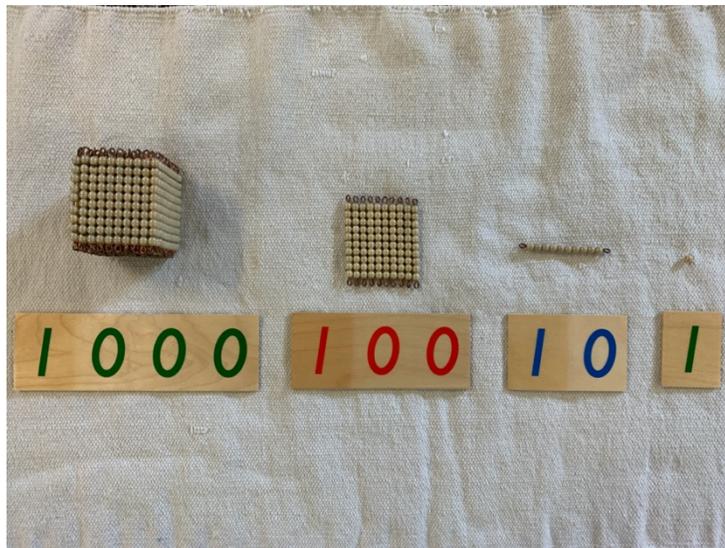
- Make a number book.
 - On each page write a number.
 - You can have your child draw the correct number of objects to match the numeral
- OR**
- You can have your child glue the correct number of objects to the page.
(Ex. Beans)

Group 2: **Orange**

- Bead stair
 - **Purpose: I know a number represents an amount of objects. Children will use these beads for a variety of works in the Montessori classroom.**
 - Create your own with string or wire and beads!
 - Place bars out on the table in random order.
 - Counting 1-10 place the beads in order forming a triangle (See picture below).
Once built, count each row of beads going down the triangle (red = one, green = two, pink = three, etc.).
 - Color the bead stair as it was built on the provided paper starting with red (one) then green (two), etc. (See picture below of colored paper)
 - Please use colored pencils if possible.
 - The ten bar should be colored a gold color or a dark yellow if a gold colored pencil isn't available.
 - The blank bead stair paper can be found in the Math Section.
 - There are three different papers for the bead stair. All of which can be found in the Math Section. The first bead stair paper is picture below. Your child will practice this first. Once mastered your child can practice coloring the bead stair and tracing the numbers. Once their tracing is accurate, you can use the paper with the dots only for number writing. The dots show where to start each number.
 - Remember to encourage your child to use a pencil grip!

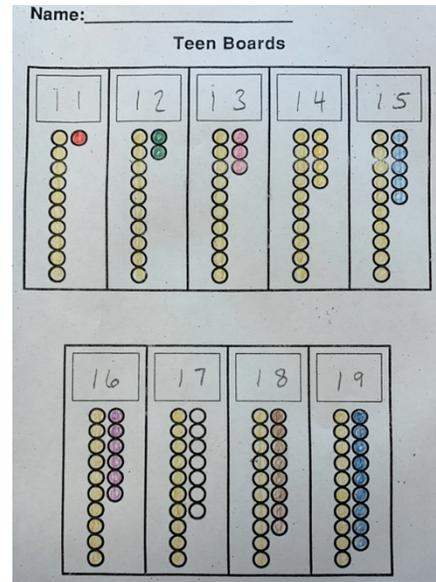


- Place Value (units, tens, hundreds, thousands)
 - **Purpose: I can compare numbers. I can show you how many 10s and how many 1s a number has.**
 - Collect an item that would work for showing weight (Ex. Dried peas, pebbles, seeds, etc.)
 - Let's say you chose peas. In one container place one pea, in another place 10 peas, and in another place 100 peas. To save yourself from counting all the way up to one thousand you can measure or weigh 100 peas and times that by 10 to "roughly" get 1,000 peas. Don't let your child see that you didn't count them out exactly!
 - Print the labels to match with each container. Labels can be found in the Math Section.
 - The goal here is to have children understand that thousands are heavier and therefore, way more than units. Compare the others to one another as well.
 - Learning to match base ten quantity with numerals and beginning to understand just how big each base ten quantity is. (units = 1, tens = 10, hundreds = 100, thousands = 1000)



- Teens
 - **Purpose: I can show you how many 10s and how many 1s a number has.**
 - Make ten bars by stringing 10 yellow beads together on either string or wire. Make 9 ten bars total.
 - You will also need a second set of bead stair beads or if your child has mastered the bead stair, you can just remove this work from the shelf and use the bead stair beads you already have 😊
 - Talk with your child about teen numbers all having one ten and that is what the first digit tells us. Talk with your child about the second digit in a teen number telling us how many units a number has.
 - Build each teen number.

- Use the teen paper (pictured below) in the Math section to color in the beads and practice writing the number of 10s and 1s used to make the teen numbers. Teen numeral cards can also be found in the Math Section.



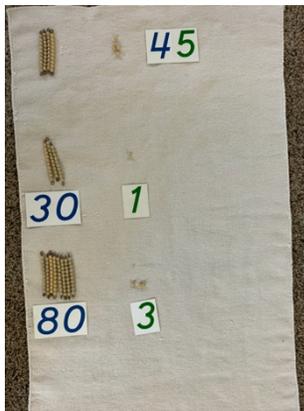
- 1-20 board
 - **Purpose: I can count to 20 and identify written numerals.**
 - Cut out numbers 1-20. It would be helpful to laminate the numbers and the board. If this is not possible, you can just use the work without laminating. If your child gets frustrated with the numbers moving around, you could have your child glue them down. However, you would have to continue to print the board to replace it on the shelf.
 - Mix the numbers up in random order and lay them out so that they are all visible.
 - Find and place the numbers in order from 1-20 on the blank board.
 - If your child is frustrated with not being able to find the number he/she is looking for, then lay out only numbers 1-10 first and let your child put those in order in the first row. Then lay out numbers 11-20 and let your child put those in order in the second row.
 - See the 1-20 Board document in the Math Section.
- Number Writing
 - **Purpose: I can write numbers 0-10**
 - Please see attached number writing pages in the Math section.
 - The tracing numbers paper is first. Once their tracing is accurate, you can use the paper with the dots only for number writing. The dots show where to start each number.

Group 3: **Purple**

- Place Value (units, tens, hundreds, thousands)
 - **Purpose: I can compare numbers. I can show you how many 10s and how many 1s a number has.**
 - Collect an item that would work for showing weight (Ex. Dried peas, pebbles, seeds, etc.)
 - Let's say you chose peas. In one container place one pea, in another place 10 peas, and in another place 100 peas. To save yourself from counting all the way up to one thousand you can measure or weigh 100 peas and times that by 10 to "roughly" get 1,000 peas. Don't let your child see that you didn't count them out exactly!
 - Print the labels to match with each container. Labels can be found in the Math Section.
 - The goal here is to have children understand that thousands are heavier and therefore, way more than units. Compare the others to one another as well.
 - Learning to match base ten quantity with numerals and beginning to understand just how big each base ten quantity is. (units = 1, tens = 10, hundreds = 100, thousands = 1000)
- 100 Board
 - **Purpose: I can count to 100 and identify written numerals**
 - Cut out numbers 1-100. It would be helpful to laminate the numbers and the board. If this is not possible, you can just use the work without laminating. If you child gets frustrated with the numbers moving around, you could have your child just glue them down. However, you would have to continue to print the board to replace it on the shelf.
 - Mix the numbers up in random order and lay them out so that they are all visible.
 - Find and place the numbers in order from 1-100 on the blank board.
 - If your child is frustrated with not being able to find the number he/she is looking for, then lay out only numbers 1-10 first and let your child put those in order in the first row. Then lay out numbers 11-20 and let your child put those in order in the second row and so on.
 - See the 1-100 Board document in the Math Section.



- Build Numbers
 - **Purpose: I can show you how many 10s and how many 1s a number has.**
 - Make ten bars by stringing 10 yellow beads together on either string or wire. Make 9 ten bars total.
 - You will also need 9 single yellow beads (units or ones).
 - Practice building numbers up to 99. Ex. If you write the number 58, (moving right to left) you would place out 8 units or ones first and then 5 ten bars.
 - After the number is built, the numeral cards can be put together, the unit card on top of the 10 card, to build a single two digit number. Practice reading the number.
 - You can print and use the base 10 numeral cards in the Math Section. You will only need the unit and tens cards.

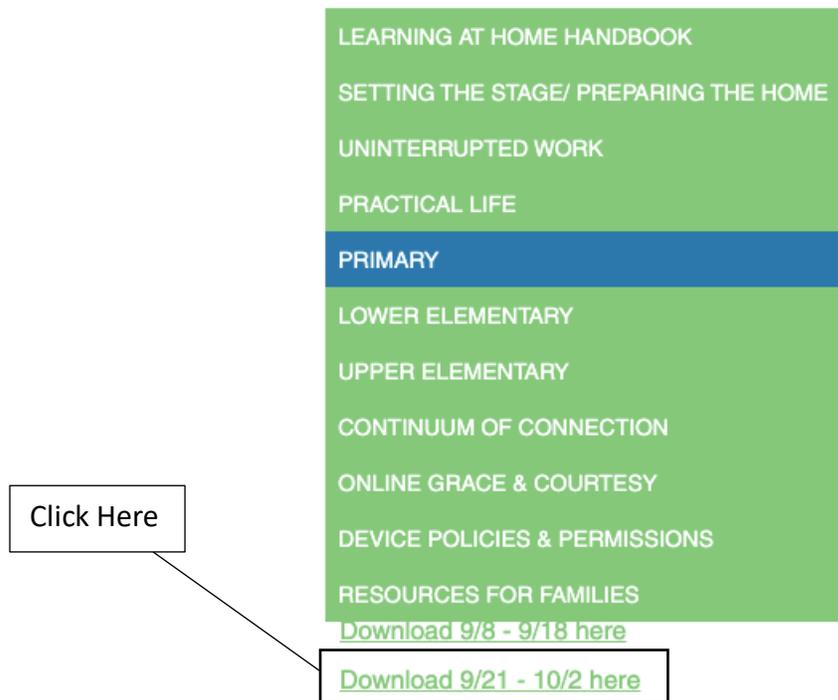


- Number Writing
 - **Purpose: I can write numbers 0-10**
 - Please see attached number writing pages in the Math section.
 - The tracing numbers paper is first. Once their tracing is accurate, you can use the paper with the dots only for number writing. The dots show where to start each number.

Language

Group 1: Blue

- If your child is experiencing frustration with letter sounds, try limiting the number of sounds to 3-4. If your child is still experiencing frustration, spend more time with the sound games and I spy from last week. See diagram below for where to find last week's work.



- Rhyming
 - **Purpose: I can recognize and make rhyming words.**
 - Read Dr. Seuss and identify rhyming words.
 - Read poems and identify rhyming words.
 - See Rhyming document in the Language Section.
- Beginning Sounds
 - **Purpose: I can say the most common sound for each consonant in the alphabet. I can match short vowel sounds with the letters that go with them.**
 - **In a Montessori classroom, we practice letter sounds before letter names.**
 - Cut out the letters b,s,a,n,c,t and cut out the pictures. You will only need the lowercase letters.
 - Place the letters from left to right across the top of the mat.
 - Choose a picture, identify the beginning sound and place it with the corresponding letter.
 - Please see Letter Sounds and Letter Cards in the Language Section.
- **Pronouncing Letter Sounds Correctly**
 - Skip over the little song at the end
 - <https://www.youtube.com/watch?v=Ch7lGykVwgs>

- Please let me know when your child has mastered the sounds for the first set of letters (b,a,s,n,c,t)



Group 2: **Orange**

- Continue practicing rhyming
- Practice the letter sound set your child is on. Please let me know whenever you feel your child has mastered a set. (Ex. Set 1 = sounds for b,a,s,n,c,t)
- Building Words – **Lesson 10/5**
 - **What to prepare for your child's lesson**
 - Print off 3-5 copies of the letter cards (found in the Language Section) to create a movable alphabet from which your child can begin spelling words. You will only need the lowercase.
 - OR
 - Buy a movable alphabet from Amazon
 - https://www.amazon.com/Montessori-Small-Wooden-Movable-Alphabet/dp/B0070EM1II/ref=sr_1_2?dchild=1&keywords=movable+alphabet&qid=1601753100&sr=8-2

Group 3: **Purple**

- Continue practicing rhyming
- Continue practicing the remaining letter sounds your child has to learn.
- Continue to build 2-3 letter words.
- Building Phrases – **Lesson 10/5**
 - **What to prepare for your child's lesson**
 - Print off 3-5 copies of the letter cards (found in the Language Section) to create a movable alphabet from which your child can begin spelling words. You will only need the lowercase.
 - OR
 - Buy a movable alphabet from Amazon
 - https://www.amazon.com/Montessori-Small-Wooden-Movable-Alphabet/dp/B0070EM1II/ref=sr_1_2?dchild=1&keywords=movable+alphabet&qid=1601753100&sr=8-2

- Sight words: the, a, and
 - Make flashcards
 - See documents with sight word pages for more sight word practice (I will email these pages).

Book making

- You guys are awesome! I have loved seeing the books your children have created!
- Please continue with book making!
 - **Blue** Group: Draw a picture and adult writes.
 - **Orange** Group: Draw a picture and child writes a word either independently or by tracing letters written by adult.
 - **Purple** Group: Draw a picture and child writes a phrase to go with the picture.
- Follow your child's interest! If your child is loving to learn about dolphins, make a book with facts about dolphins! You can also make up a story together too!
- **Sample books from classmates! Please send me pictures of the books your child makes. I'd love to see them and share them! Your child's book(s) may spark ideas for others 😊**





Reading (Blue, Orange, Purple)

- Read to your child every day!
- Place books out about fall, music, color mixing, and/or continents.
- Continue to put books out that interest your child.

Writing (Blue, Orange, Purple)

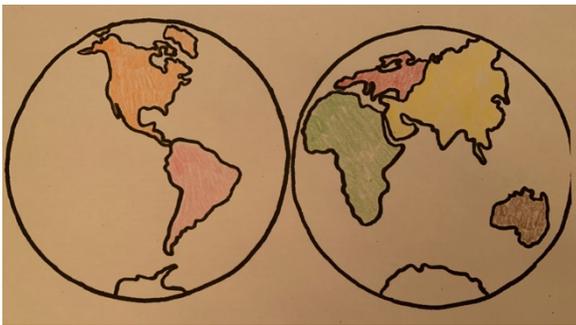
- See attached pre-writing pages in the Language Section. These pages are only to be used for your child's individual use.
 - If last week's pages were difficult for your child to stay in the lines, please continue practicing straight lines from last week's work.

Science / Culture

- Contинents
 - After your child has had experience with the sandpaper map and can identify land and water, your child is ready to learn the continents.
 - Here is a video for the song that we sing in the classroom to help children remember the continent names. I absolutely love this rug that the teacher has so that the child can jump to each continent!
 - <https://www.youtube.com/watch?v=Pk3COSHah8Y>
 - Continent Hop
 - Print out continents (document in Science/Culture Section) and color them together with your child in the following colors. Laminate if possible.
 - North America = Orange
 - South America = Pink
 - Europe = Red
 - Africa = Green
 - Asia = Yellow
 - Australia = Brown
 - Antarctica = White
 - Place cards on a tray on the shelf.
 - General Lesson
 - Place continent cards out on the floor to represent a world map as best you can. See picture below.
 - Sing the continent song and have your child jump to each continent.
 - A hard floor surface, such as hardwood or tile, works best for this activity.



- Color the Continents
 - Print off the world map used for the sandpaper map work and color the continents accordingly to the colors listed above. Label the continents with the provided continent labels (see document in Science/Culture section) or if your child is ready and is forming many letters by him/herself have your child write the name of the continents on the map.
 - Make a control map for your child to follow. No labels needed. A control map is simply a sample map that you have already completed so your child knows where the colors should go that way you do not always have to sit with your child to remind them which continent is which color.

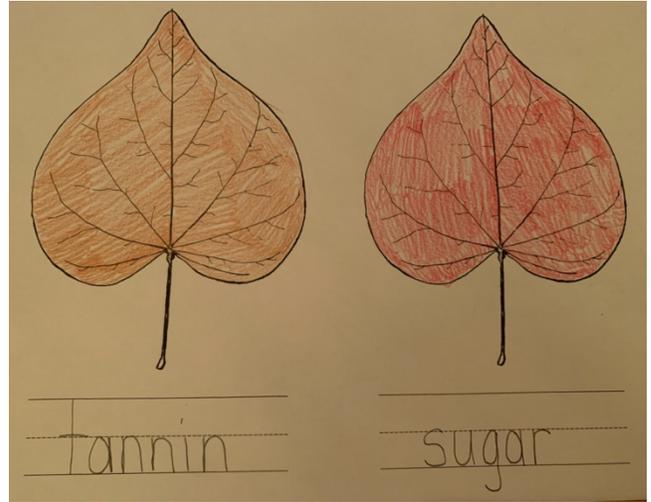


Control Map



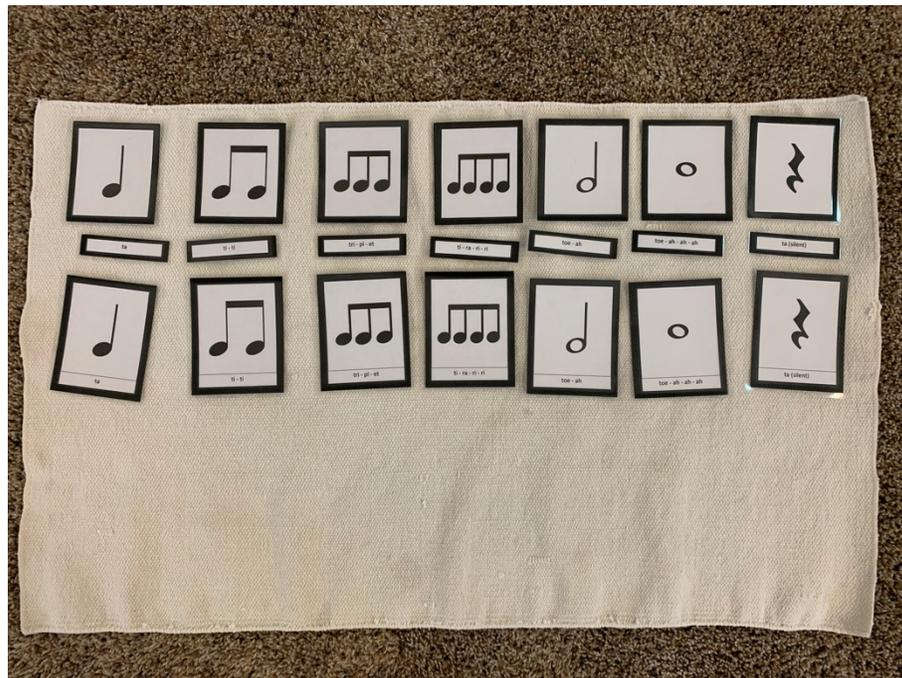
Leaf Colors

- Go on a nature walk and find leaves of the following colors: brown, red, orange, yellow, and green.
- Laminate or press the leaves so they can be kept for a while.
- Print Leaf Document (see document in Science/Culture section) and laminate pictures and labels.
 - In the picture below of the cards, I accidentally misspelled xanthophyll...So sorry! It has since been fixed and the document provided reflects the correct spelling.
- Place labels and leaves on a tray.
- General Lesson
 - Unroll mat
 - Get work from the shelf
 - Place collected leaves at top of the mat.
 - Adult will read first label and then child will place card under the color leaf they think the label describes. Read next label and do the same thing.
 - After all labels are out, match control cards and check to see if the labels are in the correct places. Make any necessary changes.
 - Choose two different colors for the two leaves on the leaf paper provided in the Science/Culture area and label them. See picture.



Music, Movement, and Enrichment

- Color Mixing
 - Practice mixing primary paint colors (red, blue, yellow) in different combinations on a paint pallet. Have your child mix two primary colors to see what color they make! (These colors are called secondary colors: purple, orange, green). Use the paint to then paint a picture.
- Music Notes
 - Print out three-part cards (Found in Music, Movement, and Enrichment Section) and, if possible, laminate. I suggest starting with only three notes at first: Quarter, Eighth, and Triplet. As your child masters these, then you can place out 1-2 two more new ones at a time.
 - The notes on the mat pictured below are in sequential order of how I introduce them.



- Music – **Lesson 10/14**