

Dear fellow Learners,

The light is returning. I am so happy to see and hear how you are engaging in the natural world around you and the homelife happenings. This is a special time. I am offering big work in the Practical Life Bingo board and also more books, research and writing plus a math project. Hope that you were feeling the love of Valentine's day and know that you are on our minds at school too.

**Some housekeeping items are as follows:**

March 1- content posted on our website page

February 27- Re-Enrollment due

February 20, 27, March 3, 10, 17- Weekly conferences. Our zoom room link was shared in an email invite to your address.

Every Friday- a summary of your week's work is due to [wilsona@leelanaumontessori.org](mailto:wilsona@leelanaumontessori.org)

Have a great week!

Arden Wilson

# PRACTICAL LIFE

Practical life: View the **BINGO board** and keep track of your interesting activities. You will care for the birds, be kind and learn fun facts!

## PENNY POLISHING

### Whose face is on the penny?

Materials needed:

Old pennies

Lemon juice, in eyedropper bottle if possible

Salt in small lidded container

A small dish

Old toothbrush or cloth scrap

You can present this to the child by placing one penny in an empty flat dish and then spoon 1/8 teaspoon of salt onto the surface of the penny. Squeeze 2 drops of lemon juice on top of the salt. The acidity of the lemon juice combined with the abrasiveness of the salt will naturally clean the penny's surface. Then, using the cloth, show the child how to wipe off the polish. Place the pretty penny in a special spot for saving, giving away or spending.



## SEWING SEQUENCE

### LESSON 1

#### Sewing with Post Cards

Materials

- A container holding postcards (or the front of greeting cards). The cards have holes punched around the edge and a length of yarn tipped with tape and attached to the post card.

Presentation

- Invite child to take a postcard from the basket.
- Take the material to the table.
- Holding the card in the subdominant hand, use the dominant hand to go “up from the bottom, down from the top,” through the pre punched holes, demonstrating a running stitch.

Invite the child to try. Notes: Most likely, the child will not sew perfectly along the edge when they start this work, and that is fine! It is just a reminder that next time we see the child choose that work, we might want to come over and sit and simply say, “up from the bottom, down from the top” for a few of the stitches and then allow them to practice on their own.

## **SENSORIAL/MATH**

We will focus on teen numbers and skip counting depending on your child's age and needs. Addition and subtraction and memorization of facts also are on-going as well.

Ask your 5 year old child to show you how they:

- Can count to 100 by ones and tens
- Write numbers 1-20
- Add numbers to 5
- Subtract numbers to 5
- Use the 5 and 10 square chain material to skip count

Self- assessment is one of the hallmark opportunities that Montessori guides value. We do this by asking questions about the child's work. We might ask a three year old, "tell me about your work" or "what do you like best about your picture/work/product?" The quality, the pace and the frequency become regular conversations as the child ages through the Elementary and grows in their ability to manage their time and responsibilities.

## GEOMETRY

There are popsicle sticks for anyone who would like to come to the school material vault located to the the left of our main entrance. Here are some [guide cards](#) for your child's independent work. Another point of interest is making display or mounting cards with the name of the shape on it.

## JUMPING BEAN LESSON- numbers 1-20

Movement and math go hand in hand in this fun family game. Label paper, cardstock or scrap paper from 1-20 in easy to read print. Challenge your child to go in order from 1-20, jumping without touching the ground to land on the numbers in sequence. Change it to say the numbers out of order, backwards or in a skip counting sequence if they are ready to do so safely.

## GOLDEN BEAD WORK, BEAD CHAIN COUNTING CONTINUES

### TEN FRAME LESSON CONTINUES HERE

Use your 10 Frame to create the equations and combinations of sets. Here is the [original](#) and the [next guide](#) for your week ahead.



## COIN SORTING

Find that jar of spare change if you have one and invite your child to sort by penny, nickel, dime and quarter. What else is tucked in there:)?

## COIN BOOK

Step 1: Naming the coins. Making a book of the coin and its name. Your child can free draw each coin type or adult can make corresponding circle size as a guide to get started.

Step 2: Stating the value of each coin. Adding pages to the Coin Book that have picture and value. *Penny .01 Nickel .05 Dime .10 Quarter .25*

We use labels often in this game in the classroom. The child can label the value or the name using a strip of paper that the adult writes on. This makes it an interactive language lesson too.

Older children begin to combine coins to make values. If your child is doing this, invite your child to use their 5 and 10 square chains to check work. I am happy to share the Going to the Store game with you.

## LANGUAGE

### MOTHER GOOSE RHYMES

Learn these rhymes and chants to help support phonemic awareness.

Baa, baa Black Sheep

Hey diddle, diddle

Hickory. Dickory Dock (make up rhymes for 2, 3, 4, etc)

Jack Be Nimble (change the name of the movement from jump to leap, etc or use your child's name as they act it out)

Jack and Jill (fun to act out)

Patty Cake, Patty Cake (fun to add different letters and names of friends or family)

## **THE "I SPY GAME"**

This game is a golden nugget of months of fun games to be played in the car, on the go and in the home.

From the age of two onwards (or when a child is speaking fluently) games can be played with children to make them aware of the sounds that they use in speech. This can be done by playing a game called, "I SPY." For example, I spy with my little eye something that begins with 'b' (say the **sound not the name of the letter**). The object could be book, boat, box, ball or ship, shoe, etc. There are several stages of this game.

1. At first, the object should be very obvious, e.g., I spy with my little eye something that Jim has on his head that begins with 'h' (hat). The object should be so obvious to the child that she cannot help but guess the correct thing.
2. Slowly make it more difficult by having two objects on a table or on your lap and encourage the child to guess which one you are thinking about by giving him the beginning sound.
3. Slowly make the choice more and more difficult until the child is able to find the required object anywhere in the room.
4. The next stage is to help a child hear sounds not only at the beginning, but also at the end and in the middle of words. This is done by asking the children to find something that begins with 'h' and ends in 't' (hat). When the child discovers the word say to her, "Hat, what sound does it begin with?" "What does it end with?" "Now what is the sound in the middle?" Say the word slowly until the child can find the sound in the middle. It is best to begin this stage by only using words with three sounds; then slowly increase to four sounds, etc.

## **WORD STUDY**

**Animals and their Homes.** You can use the animals of South America cards shared in the Culture/Geography page as inspiration or simply name common animals and ask your child to name their home or vice versa.

**Continue to use the segmenting hand or some sort of kinesthetic connection to sounding out words.** Model if your child is not yet showing interest in doing this independently.

Montessori Read and Write is a wonderful resource for parents of young children. It is available on Amazon or from a local bookstore.

## SCIENCE AND CULTURE

### ANIMALS OF SOUTH AMERICA

Check out these [cool creatures of South America](#)

Listen to this story [We're Roaming in the RainForest](#)

### SCIENCE EXPERIMENT WITH AIR





1. Cut a small length of straw
2. Plug one end of the straw with the play dough
3. On the opposite end of the straw, make a ring of play dough around the outside of the straw (so the straw is weighted but is open at that end)
4. Fill the bottle three quarters full with water
5. Drop the straw into the bottle and screw on the lid
6. Now child can squeeze the bottle as hard as they can and observe what happens next.
7. Use a method to record observations or predictions.

## ARTIST STUDY

Alexander Calder, *Pyramid on a Planet*, 1973.



### MATERIALS:

Cardstock or heavy paper  
A gray pencil  
A black marker  
Circle stickers or R,Y, B marker

Observe Calder's work, titled *Pyramid on a Planet*

What does your child notice? Record it.

Point out concentric circles or fingerprint patterns as needed through asking questions.

On your cardstock, make a point/dot with the gray pencil. Make concentric circles and spirals in your own design.

Trace over with the black marker

Use primary colors or geometric stickers to add other shapes of interest.

## **MOVEMENT AND MUSIC**

We miss you during our circle time when all the children celebrate in song. Here are some of our favorites this year. You might like to listen to Sanford Jones or Ella Jenkins for simple songs and circle games.

[I've Been Working on the Railroad](#)

[The Zoo fingerplay](#)

