

PRIMARY WEEKLY PLAN

Week Six: May 4 - May 8, 2020

Dear Primary Parents,

It's the lovely month of May! And for all those April showers, we should have an abundance of May flowers. We certainly miss witnessing in person the blossoming of your child's personality and the sun shining on their bright faces.

Week Six brings with it more opportunities for interaction with Mr. Katinas, Sra. Lopez and Ms. Chen. An email was sent last Thursday with the schedule and links particular to your class. You can also find that information on the Specials' DLP page. Enjoy!

In addition to these extras, check out the media section on your class page for videos created for you by your classroom Assistant. They are starring in their own productions and we believe you can hear their smiles.

Get busy combining math with snacks, washing socks and making beds. As always we are available to help you navigate this new reality, guiding you to create a usable space within your four walls and helping you establish a daily schedule that matches your family's individual needs. Please don't hesitate to email us.

The Primary Team,

Ms. Hernandez, Ms. Rey, Ms. Eckel, Ms. Sue, Ms. Caihuara, Ms. Lanka, Ms. Aker, Ms. Khraishah

PRACTICAL LIFE

- Polished that mirror last week? Now [here's an easy recipe for making wood polish](#). Give your child a lesson on Wood Polishing and allow them to clean and shine any wooden toys, knick-knacks or wooden furniture in your home using [this technique](#).
- As the tune goes, "This is the way we wash the socks, wash the socks, wash the socks..." You will need a bucket, basin, large bowl, large towel, liquid soap, socks, and pitcher (access to water).
 - Set your large towel horizontally and place from left to right: socks, pitcher, basin, liquid soap, bowl, bucket.
 - Get pitcher and add water to basin.
 - Add a bit of liquid soap and invite the child to make bubbles.

- Begin by washing one sock at a time: wet sock, scrub, squeeze, scrub, and squeeze again. Set soapy sock on bowl to be rinsed at the end. (If you have two basins you can skip this step). Repeat with all socks.
 - Pour soapy water out either into the bucket or directly into the sink.
 - Fill the basin with clean water and begin to rinse one sock at a time: rinse, squeeze, rinse, and squeeze. Repeat with all socks, placing all clean socks in the bowl.
 - Pour water out either into the bucket or directly into the sink.
 - Hang all socks to dry.
 - Dry all used supplies and put away for tomorrow's laundry.
- Hand washing is so important now. [Here's how the children are taught in class.](#) You will need a bowl, pitcher, soap dish, 2 small towels, and a bucket.
 - Use the pitcher to fetch water from a sink. Gauge how much your bowl will hold.
 - Carefully pour the water into the bowl.
 - Put both hands into the bowl of water, turn hands over to wet the top part.
 - Take soap and rub over hands, palms and top of hands.
 - Rub hands together to get lather.
 - Rub each individual finger of both hands.
 - Rinse hands in the bowl of water.
 - Wipe the hands with one of the towels.
 - Pour the water into the bucket or directly into the sink.
 - Take the other towel and wipe out the bucket, the bowl, the pitcher, and any spills on the table.
 - Hang up the towel to dry.
- In the spirit of hospitality invite your child to make their own snack - one they can share with the whole family. To make at home one of the most popular classroom food preparation activities, crush a graham cracker into crumbs with a mortar and pestle (a fork will also work fine). Next, slice a banana, put a toothpick into each piece and dip the slices in the crumbs for a delicious treat. Arrange on a plate and serve. Remember that just like at school, your child is responsible for cleaning up.



SENORIAL

- Sharpen those discriminating listening skills! You will need a shoebox with a lid and an assortment of small objects found around your house. For younger children, you may want to show the objects and name them. Point out specific things about the object: it is flat on one side, it is round, it is long, it is thin on one side and rounded on the other side. For the older children, show them the objects and let them make a guess in identifying the object in the box without much help.
 - Ask your child to close their eyes.
 - Pick one of the objects and put in the shoebox.
 - Ask the children to open their eyes.
 - Have them shake the box, turn it over and listen to the sounds the object is making.
 - Does it roll? Is it loud? Does it slide?
 - Guess what the object is based on observations.
 - Tada! Reveal. Do another one.
- Here's a different way to have your child work on their sense of smell. Blindfold your child (or have them close their eyes – no peeking) and place a piece of cut fruit under their nose to see if they can identify it. Try a couple different fruits.
- Let's make some sensory bottles that are mesmerizing and calming. They also take very little time to make and your child will have so much fun helping. You will need a bottle of glitter glue (or clear glue and glitter); an empty clear bottle, such as a water bottle or plastic spice jar; warm water; food coloring; and extra loose glitter or sequins.
 - Fill the water bottle with some warm water until it is almost full.
 - Add a few drops of food coloring until you get a color you like, then put the cap on and shake to combine.
 - Next add your glitter glue, or clear glue and glitter. More glitter glue makes the glitter settle slowly and less makes the glitter settle quickly. Experiment with this until you get a consistency you like.
 - Finally, you can add some extra loose glitter or sequins. Put the cap on - you can also consider gluing the caps. When shaken, this sparkly bottle can provide some visual calm.



- Did you know that polygons are quadrilaterals? Begin by drawing and cutting out the shapes of a square, rectangle, parallelogram, rhombus and trapezoid. (See below.)
 - Set all your shapes on a rug.
 - Pick 3 shapes and set them below the others in a row.
 - Point to one shape and say, “Square,” then invite your child to repeat. Repeat with the next two shapes.
 - Play a game (in Montessori known as a Three Period Lesson). Invite your child to close their eyes while you move the order of those 3 shapes. Have them open their eyes and say, “Point to the square.” If your child can’t recall, simply point to it and review all shapes and try again. Continue with 2 other shapes. To review your shapes say to your child, “Hand me the square.” Last step, point to each shape and ask, “What is this?”
 - Once your child seems to be able to recall the names of 3 shapes, pick new shapes and repeat the game.



LANGUAGE

- Here's a tactile way to practice writing letters and reviewing their sounds. Prepare a tray with sand. Trace a letter using the index finger while saying its sound. Continue with more.
- Play a game with your child to help them recognize that compound words are made up of two words put together. For example, write "tooth" on one strip of paper and "paste" on another. Have your child read each label and then put them together to reveal "toothpaste." Fetch the tube of toothpaste. Continue with words like hairbrush, hairclip, flashlight, skateboard, shoelace, and necklace. Watch [this video](#) for more compound words.
- Never enough practice with those beginning letter sounds! Materials: 3 to 4 contrasting sounds in shape and sound like "a," "d," and "e." Gather objects around your home that begin with those sounds.
 - Pick your 3 sounds (letters) and set them in a row. (See below.)
 - Name all the objects you have selected, emphasizing the beginning sound. Allow your child to handle them as you name them.
 - Invite your child to sort them out by sound and symbol. For example you may say, "I see an egg. The word *egg* starts with the sound e. Place it under the symbol for e."
 - Repeat with all objects.
 - For writers: Invite your child to make lists of each sound.



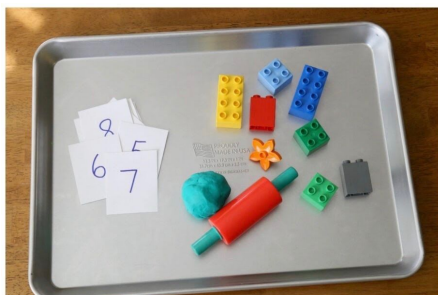
- [Brains On!](#), [Wow in the World](#), and [But Why](#) are just a few examples of the entertaining, informative child-friendly podcasts out there. They are educational, answer questions clearly, and tell absorbing stories your children will love.

MATH

- Math and snacks together? Bag 'em up! Materials: Pick a snack (blueberries, crackers, nuts) and 5 sandwich or snack bags.
 - Wash hands and wipe down the working table.
 - Decide how many snacks you are allowed to have per day, for example: "5 crackers per day."
 - Set sandwich bags in a row.
 - Begin counting and giving each bag the corresponding amount.
 - Seal each bag and you are ready for the week!
 - Feel free to prepare more than one snack for each day.
 - Pro tip: to support independence: In a basket set all snacks available for that day. Basket should be at a reachable height.
- Children love to practice something in a different way; here's a variation on the squares of numbers 1-10, that uses other objects in lieu of graph paper (See Math section from DLP Week 4). Have 100 small objects, eg: pebbles, decorative stones, pennies. Make squares of the numbers using the stones. Count. Repeat often.



- Dominoes can be used for a number of great math activities. Count. Sort by odd and even. Do math operations and fraction problems. [Check out this video to learn how!](#)
- Use Duplo or LEGOs and play dough to improve number sense.
 - Create some quick number cards for 1-10 (and beyond if your child is older.)
 - Grab the bricks with 1, 2, 4, and 8 "dots" and roll out the play dough.
 - Your child can choose a number card and imprint the corresponding number of dots in the play dough. This activity requires children to break a number down into smaller quantities that add up to the number they are trying to stamp. If the number is 9 and I've made 4 dots, or 17 and I've made 8 dots, how many more do I need? What fun!



CULTURAL

- Pick a country. Take an online tour of a museum from that country. For example: [The Louvre Museum in Paris, France](#). Look at the art work or artifacts and recreate or write about one piece as your child's skills allow.
- Now let's explore Asia. It's so big! Learn more about land and water forms, clothing and climate, animals and natural resources. [Check out this website to guide you and your child](#).
- Explore the continents in a new way with these free [Children of the World Cards](#). They feature beautiful photographs of children from around the world to learn about the cultures of different regions. In the classroom, some of the youngest students are curious about why there are no pictures from Antarctica.
- Let's learn about where Ms. Caihuara is from! The key is to isolate the information we are providing and start from broad to the more specific. You will need a map of the world or South America, atlas or globe or continent, and a flag book (optional).
 - Say: "Ms. Caihuara is from the continent of South America." Invite your child to help you find South America.
 - "Ms. Caihuara is from a country called Argentina." Find it on your globe or map or in your atlas.
 - "Ms. Caihuara is from a city called Buenos Aires." See if you and your child can locate the city on the map.
 - Optional: If you have a flag book, find the flag of Argentina.
 - Extension: Find a family who is from a different country and find out what continent they belong to, the city, and their flag.



MOVEMENT

- Does the music move different parts of you? Listen to an assortment of music: classical, rock, pop, bluegrass, jazz, disco and/or children's songs. Only one at a time, move your head, your arms, your hips, legs, feet, fingers, etc. according to how the music makes you feel. Do this everyday this week after a meal.
- Now that you've practiced moving to the music, work on holding a pose by exercising your inhibitory sense. Let's *Freeze Dance*. You'll need a speaker, favorite songs, and bodies ready to wiggle and giggle! Do this every day this week, too.
 - Pick and play a favorite song.
 - Assign one person who will pause the music.
 - Play your favorite song and say "freeze" when you want everyone to stop.
 - Use a variety of musical styles to encourage different types of movement.
 - Take turns being the pauser.
- Have you ever noticed how cardboard boxes make the best toys and games? They also help develop large and small muscles, hand-eye coordination, imagination and creativity. Give your child a large cardboard box, child-appropriate scissors, crayons and/or markers, colored paper and tape and see what they come up with! [Check out this website](#) for more specific ideas.
- If your child is frustrated by learning to tie shoes, check out this video: there is an [easier way](#) than making the bunny ears.

SELF-EXPRESSION

- All those May flowers are perfect for making flower art designs. You'll need loose petals and clear contact paper or very wide, clear packing tape.
 - With permission, carefully pick petals and set them in a bowl or tray.
 - Set your contact paper flat and begin placing your petals on top, while creating designs.
 - Decide when you are ready to cover your work.
 - Slowly and carefully fold your contact paper and press down with fingertips.
 - Optional: cut out a design or leave it as it is.



- Who doesn't love designs à la Matisse? Gather some paper of varied colors, some blank white paper, and glue. Tear the paper into different shapes of various sizes. Apply glue to the backs of torn shapes. Glue onto white paper in any pattern.
- Science or art? Create foam with your child using these common household ingredients: hydrogen peroxide, dish soap, food coloring, warm water, dry yeast. [Watch this video](#) to learn how to put it all together and watch what happens.
- Raised Salt-Painting is an easy art activity that creates a magical effect. You will need: cardstock or watercolor paper; a squeeze bottle of glue; table salt; liquid watercolors (or watered down food coloring); paint brushes; and any kind of tray to contain excess salt. Follow the directions below or check this [video demonstration](#) from Ms. Skor, Aidan's Art Teacher.
 - First, squeeze glue designs or pictures onto your cardstock.
 - Sprinkle salt over the glue until completely covered, then tip the paper to let excess salt fall away.
 - Dip the paint brush in your watercolor paint and lightly touch to the salt-covered glue lines. Watch the paint instantly spread in both directions!
 - Continue until all the salt is painted.
 - Let it thoroughly dry flat; it may take a day or two.



SUPPORTING INDEPENDENCE & ROUTINE

- How do you foster independence for your child in the bathroom? Materials needed: step stool, low towel hooks, toothpaste and brush on the counter within reach. Let independence begin!



- Allow your child to plan an activity or an outing for a day.
 - Choose a day in the week when to do the activity. For example: Thursday, a picnic in the backyard.
 - Plan the menu and prepare the meal, asking parents or siblings to help.
 - Gather the things needed for the picnic.
 - Decide what activities can be done together at the picnic: games, reading.
 - Have the picnic!
 - Bring it all back in and clean it up.
- Show your child how to make their bed, one step at a time, or [show them this video](#) of a 5 year old girl giving a lesson on how she makes her bed.