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# LEARNING FROM HOME

## A Handbook for Parents

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*This handbook is not intended to create a contract. The school reserves the right to modify, at any time, any of the policies described or privileges granted.*

*Desert Montessori School values diversity among our students. We do not discriminate in our enrollment policies on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin.*



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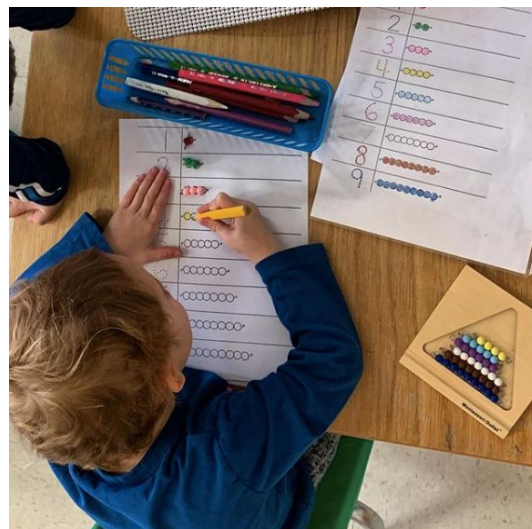
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for the document upon which this handbook is based.

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## Bringing Desert Home

Thank you for taking the time to review the information in this manual. Our goal is to provide for you concise and organized tools that will facilitate the transition to home-based learning during this time of uncertainty and social distancing. This is uncharted territory for our entire community, and our staff and teachers want to make this transition as smooth as possible for our students and families. We understand that learning from home marks a huge shift in all of our lives and routines. While we are in good company - schools around the world are turning to distance learning models - we also are working as a team to provide the thoughtful, engaging, and individualized education you've come to expect from Desert Montessori. To that end, you'll find that there are some things that are universal for our school community (ie: our Facebook page, music classes with Teacher B, morning Peace Walks) and other things that are quite specific for each age-group, or even each student.



## Distance Learning Through the Montessori Lens

Our mission at DMS is to provide our students with a personalized education that fosters independent thinking, a love of learning, social responsibility, and self-confidence. While we often do this in the classroom using specific Montessori materials, we are excited to come up with new and creative ways to work towards our mission through the distance learning model we are creating. We know that we cannot replicate what happens in the classroom, and we are committed to helping each family figure out how to best facilitate learning in their home

The Montessori method is all about the process. We recognize that this time is going to be challenging in many ways. It is a learning period for us all, and we can all benefit from valuing the process over product. We want students to stay engaged and connected to their learning, while understanding that the learning is happening all around us, and is not only what is assigned by teachers. Learning with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for children. This instills a great sense of ownership and responsibility in the child. This can be done through play, and nature walks, creating art, singing and just talking about how we are all feeling during this unique time, as well as through assignments and academic work suggested by teachers.

It is important to us that we maintain a feeling of connectedness through this process. We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period

of closure is assured. The guidelines in this Handbook outline how Desert Montessori School's faculty, administration, and staff will support all our families throughout this period.

Below are a few suggestions of how to build a learning environment at home that will loosely mirror the setting our students have come to rely on at school. Please note, we understand that every family will experience and interpret these ideas differently and we welcome and celebrate whatever your family feels comfortable doing, while also respecting anything that needs to be put to the side for the moment.

## Community Building and Social Responsibility



Being in a Montessori school is often described by students as being part of a big family. All of the aspects detailed in the sections to follow result in a feeling of belonging to a community and with that, we learn that there is a responsibility to ourselves, others and the environment.

It is our continued commitment during this time of uncertainty and isolation to reach towards each other, to make every student feel valued, and to build collective strength and support in our DMS community. We have many community-building

events for students and families planned in the coming weeks including sing-alongs, yoga classes, mindfulness practices, and more! Please stay tuned to our social media accounts and keep an eye on Remind to stay updated on all of these events!

## Routines and Schedule

We don't need to go out and buy all new Montessori learning materials; creating your in-home learning environment can be as simple as creating a schedule and sticking to the routine. This is one of the most important things you can do to assist not only in your child's academic exploration but in their emotional well-being as well. These are incredibly uncertain times and no matter how cheerful we try to be with our youngsters, they feel the uncertainty as well. Creating predictable rhythms, schedules they can follow, and clear boundaries around time and expectations will be their safety blanket through all of this.

Your child's classroom has created a suggested schedule (see below) based on what often happens in the daily rhythm at school. Review the suggestions, consider your family's own schedule needs, come up with a learning routine that fits with your child and your life, and then stick to it as much as possible. Work with your child to



find out if there's anything they would like to have in their daily or weekly schedule. If you're able, invite your child to draw the different schedule activities or print the schedule and invite them to color in the background, then post the schedule at eye-level so your child can reference it throughout the day. You can also print out a check-list of your schedule and invite your child to check off when you have completed a part of the day.

## A Note About Siblings

We have many siblings at DMS and we know that these dynamics can be both wonderful and challenging, even in the best and most normal circumstances. In this unique time of learning from home, we want to offer a few tips for keeping each child focused on their respective work.

- At school, we often delineate specific work areas for each child using a cloth or vinyl mat, or a tray. Find a way to do this at home, using rugs, tables, or even just a napkin under a notebook. You can remind your children that this is their home work mat and the work on it is meant only for the person who brought it out and is working with it.
- In the classroom, students are asked to be patient. They wait until a friend is done using something before they can use it; they wait for a teacher's attention. Feel free to remind your children that, just like at DMS, they have to practice patience at home.
- Give each child a task in the home - from watering the plants to feeding the dog, each child can have their own domain for which they are responsible.
- For more tips, check out this little visual [Quick Guide For Busy Parents](#) from Siblings without Rivalry.

## The Prepared Environment



For our younger students, the learning environment is your home and surroundings. This means finding ways to support independence, engage in meaningful tasks, and supplement learning through various activities suggested by teachers.

For our Elementary students, this will mean all of the above, plus establishing a quiet space, meeting expectations, and following routines for any specific assignments shared by teachers.

Where age-appropriate, you might like to discuss learning from home with your child and include them in some decision-making processes:

- Ask them where to set up their space (if applicable)
- Make a schedule together that works for your family (when to take breaks / have time outdoors etc)
- Gather ideas for activities and projects
- Organize materials

For our older students, it will be important for them to maintain their routine of handing in work and receiving feedback from their teachers. Overall, we can approach this as an opportunity to be creative and collaborative—we are here to support you through this process.

## Practical Life

Practical life is an important part of experiential learning. It is part of every Montessori classroom and can be mirrored at home. These activities assist students in developing purposeful life skills for their continued growth and development. This includes refining fine motor and movement skills and practising coordination, planning, and problem solving.

Practical life activities:

- develop concentration;
- foster physical independence;
- foster the development of fine motor control; and
- provide opportunities for planning and carrying out tasks.

The Practical Life area also provides children with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision making, organization, problem-solving, impulse control, collaboration and communication. These skills form the foundation of a child's academic learning. For example, sequencing a task is a pre-reading skill. Examples of practical life might include:

- setting the table
- taking care of pets





- watering plants
- tidying and organizing rooms
- planning an outing
- preparing a snack/meal
- helping with shopping lists/budgeting; or
- planting a small garden.

Practical life is engaging for children at all stages of development, and tasks are designed according to their level of coordination and independence. You can organize a job chart or list of family projects as a way to help guide your child's interests.

Planning and gathering resources to complete the tasks is purposeful work. These ideas foster a sense of contribution, responsibility, shared experiences and satisfaction. As our children get older, these activities lead naturally to volunteer experiences and beginnings of community work. For our oldest adolescents, many of these practical life experiences are the foundation of their sense of belonging and personal vision.

## The Uninterrupted Work Cycle



Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In a Montessori classroom, children are given large blocks of time in order to explore their work deeply. In the Elementary grades, this is a three-hour block in the morning. This practice contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. It is the framework that fosters child-centered (as opposed to teacher-directed) learning.

# Ownership of Tasks and Sharing in Learning

Montessori learning environments are often referred to as “optimal learning environments” because of the inherent skills and outcomes that result from being in a rich and interesting classroom, coupled with the dynamic of interactions amongst peers and teachers.

In order to foster a deep sense of ownership in their learning, we focus on two things: the developmental needs and characteristics of the child and their interests. Here are a few key points that aid in cultivating a child’s self-direction and attention to their work:

- Choice
- Participation in planning and organizing tasks
- Conversation
- Finding good resources
- Sharing of knowledge

You will be receiving regular communications from your child’s classroom teachers in the coming weeks. We

encourage parents to follow teacher suggestions and guidance when completing work at home. The more children are involved in developing and detailing their activities, the more they can achieve.

## A note regarding sharing and presenting work:

It is a regular occurrence in an Elementary (or older) classroom for children to present their work or projects to one another. This can be replicated at home. Planning a presentation or sharing time at the end of a project is very exciting for young children and gives our older students an opportunity to use their voice. It is an essential part of the learning process as it requires synthesis of learning to describe, explain, and express oneself clearly. It feels celebratory as well!





# Roadrunners

Routine and consistency is very important for your toddler.

## Suggested Daily Schedule for Roadrunners:

Morning	Wake up and assist in making bed. Use the bathroom, brush teeth. Make breakfast with your child, eat, and clean up. Rotate through activities one at time for about an hour to an hour and a half. Offer a few choices of activities for children to choose from.
Mid-Morning	Snack Break: children can set the table, eat, and clean up.
Late Morning	Outdoor time: go outside for a walk, bike ride, bird watching, play ball or sidewalk chalk.
Lunch	Set up for lunch and have lunch. Clean up and go to the bathroom. Read stories, do puzzles, listen to soft quiet music, close the curtains/blinds.
Afternoon	Prepare for rest time: Use the bathroom, lay down, rest body/ mind and take a nap. Wake up and use the bathroom. Play with playdough, shaving cream, legos, writing, coloring, painting ... A mellow activity of your choice.

## Roadrunner Program Expectations

Students may be expected to:

- Enjoy family life with developmentally-appropriate contributions.

Parents are invited to:

- Remain mindful and respectful about the growing self-esteem and sense of independence that your child is developing.
- Help your child with the hardest part of a task (not the whole task).
- Initiate verbal communication frequently, ask questions, share concerns and observations.
- Be consistent; follow routines and clear sequences for each activity.
- Limit screen time.
- Include your child in household chores.
- Provide opportunities for outdoor activities (gross motor skill development).
- Let go of perfection. What you are experiencing now is not the final goal, it is foundational.

- Enjoy and appreciate time with your child.

## Roadrunner teachers will:

- Initiate individual support and communications based on each child's needs.
- Share current class routines and suggest guidance in setting up daily routines at home.
- Share general and individual suggestions for activities for fine and gross motor skills, providing pictures, videos, and materials for parent viewing as appropriate.
- Provide suggestions for books and songs to support language acquisition.
- Provide videos of teachers singing and performing hand actions to well-loved class songs.
- Share suggestions for practical life activities at home such as recipes, food prep, house chores, clothing tips, etc.
- Be responsive to parent questions and available to offer guidance and tips for activities or any other element of support for your child's development.

## Prepared Environment Activities for Roadrunners at Home

“A place for everything and everything in its place” is one of the critical principles of Montessori at home. Having a place for everything, on a child-friendly scale, means that children know where to find what they need, and have a place to put things when they're done. This is an essential tool in teaching them to be responsible for their belongings. External order gives the children internal order and security. An ordered environment also has fewer distractions, allowing children to focus on the task at hand. Have a place in each room for your child's carefully chosen belongings: by the front door have a stool to sit on and a place to hang coats and keep shoes.

In the living room have a place for your child's books and toys – neatly and attractively organized. Think out the activities and materials for all living spaces and arrange the environment to include your child's activities.

- Store clothing in low drawers or baskets, as well as move the rod in the closet down to eye-level so your child can reach their clothing.
- Place step stools in both the kitchen and bathroom to enable them to wash their hands and, in the case of the kitchen, help with meal preparation.
- Place toys, games and art supplies on low shelves where your child can easily access them, then separate these toys into various baskets, bins or shelves, so the items stay separate and are easy to find without sifting through piles of other toys.
- Store healthy snacks down low in your refrigerator or pantry so your child can help themselves.
- Keep beverages in small pitchers located on the lower shelf in the fridge, with child-friendly cups nearby. When your child is thirsty, allow them to help themselves — just be sure to keep a sponge/ some rags nearby, so they can clean up any messes they make.
- Don't put out too many toys and books at one time. Those being used by your child at the moment are sufficient. Rotating is a good idea – taking out those books and toys that have not been chosen lately and removing them to storage for a time. Children grow and change and they need help to keep their environment uncluttered and peaceful.

## Practical Life For Roadrunners

- Food Preparation
- Preparing their own snack: cutting half of an apple (cut horizontally) using an apple slicer, squeezing orange juice, spreading cream cheese or jam on half of a bagel or bread.
- Slicing vegetables and fruit for snack and dinner.
- Baking: have ingredients pre-measured and in jars.
- Care of Self
  - Dressing and Undressing: give your child enough time to practice dressing and undressing by themselves.
  - Toileting: It's important to continue with the toilet learning process.

## Activities for Roadrunners at Home

### Care of Environment

- Mopping, sweeping, or use of a dustpan and dust brush.
- Helping with laundry.
- Watering plants and leaf washing.
- Window washing, dusting, and wood polishing of large furniture in the home.
- Taking care of pets.
- Loading and unloading dishwasher, dishwashing by hand.

### Art Work

- Coloring, painting, collage, playdough, sidewalk chalk.

### Outdoor Activities

It is always fun for children to spend time with their parents in nature. So take some time out of your busy schedule to explore outdoors with your child. I guarantee, you'll enjoy the experience as much as your children will. Here are a few ideas for connecting your child with nature:

If you have 15 minutes:

- Watch the clouds and see what animals you can make out of them.
- Hug some trees and try to find one that your arms fit perfectly around.
- Turn over a rock and see what is hiding underneath.

If you have 30 minutes:

- Do a backyard/nature treasure hunt.
- Try your hand at rock stacking.
- Grab some leaves or pieces of bark and race them down a creek.



If you have an hour:

- Go for a walk and make note of all the sounds you hear.
- Find a nature trail and help children make up a game or collect bugs or leaves.
- Pack some food and have a picnic.

## Language

- Naming things in both indoor and outdoor environments.
- Read together: let your child choose the books, talk about how the characters might be feeling and wonder together what will happen next. Reading with your child teaches more than literacy and language skills. He is learning that you value his interests and choices, and that you love him and enjoy being close to him. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience.
- Singing songs and do finger- plays
- Narrate what you do as you go through your daily routines. This helps your child connect words with objects and actions. “I’m washing the dishes. I’m squeezing the yellow dish soap into the warm water.” All these activities will help limit screen time.

# Kit Foxes

## Suggested Daily Schedule for Kit Foxes:

8:00 -9:00	Pick clothing, Make your bed, help decide what's for breakfast, and help set the table. Clean table after eating and help with silverware and plates.
9:00-10:00	After brushing my teeth, get to work, it's good to begin with a song or two, for counting or days of the week. Remember 'brain gym'. (They will know at least some Brain Gym) Ask them what we do in circle, and let them lead it. Can they show you circle manners? Let your child choose between 2-4 activities of which 2 should be able to be done on their own like a puzzle, or building.
10:00-10:15	Handwashing, snack, set-up and clean up.
10:15- 10:30	Story time, discuss book title, author and illustrator, main character, sequence of story
10:30- 11:45	Art /Outside/ large body movement time/ walking and exploring nature. If stuck inside yoga, stretching, tumbling, drawing, crafts and science experiments. (Which are also enjoyable outside.)
11:45-1:00	Wash hands while lathering 20 seconds and conserving water. Prepare a colorful lunch together. Set the table, clean up. Explore the sense of taste, by tasting a pickle, raisin, or a lemon. Prepare for rest time. Get your snuggly and a blankie and get in your rest space.
1:00 -2:30	Rest time, we have a book or two and go to sleep to Enya, 'A day without rain'. Rub backs, hands and feet. After resting for 45 minutes, can put away rest items if not asleep. Finish up or continue working on projects already started.
2:30-3:30	This is a great time for fine motor activities, like beading, tying, painting or also can be a good time for outside play.

## Kit Foxes Program Hopes

Students may be expected to:

- Enjoy family life with developmentally-appropriate contributions.

## Kit Fox Parents are invited to:

- Continue being the most important teachers in their children's lives.
- Remain mindful about your child's stress or worries during this time of change.
- Monitor communication about your child from your teachers.
- Initiate communication with teachers about questions, ideas, concerns, or feedback.
- Support your child's independence in daily life activities.
- Be mindful of and allow children to continue periods of concentration.
- Establish daily routines and expectations.
- Limit screen time.
- Provide opportunities for daily physical activity.

## Kit Fox teachers will:

- Initiate individual support and communications based on each child's needs.
- Give additional guidance and support in setting up a daily routine if families desire such.
- Make suggestions for appropriate house chores.
- Offer guidelines and suggestions for screen time.
- Provide both general and individual suggestions for activities developing fine motor skills, gross motor skills, language, and math.
- Be prompt in replying to your emails if you need additional guidance and support.

## Kit Fox Specific Needs and Characteristics

Children aged 3 to 5 thrive in environments that promote repetition, routine, and the mastery of purposeful movement. Allow your child to choose activities and give the opportunity for periods of time without distractions. The key to a successful learning environment is order, access to tactile resources, space to explore and meaningful activity.

For the Primary child, work and play should be interchangeable—a natural, fun, and exciting part of life.

## Activities for Kit Foxes at Home

### Practical Life

- Meal or Snack Preparation: slicing vegetables, fruit, cheese, spreading butter or yogurt.
- Baking: measuring and mixing ingredients.
- Kitchen Care: loading and unloading the dishwasher, pouring without spilling, washing dishes by hand, sweeping floors.
- Pet Care: walking, playing with, and grooming.
- Dusting: the leaves of plants with a soft cloth or furniture around the house.
- Nature walks in the yard or about the neighborhood with a list of things to find.



- Walking on the Line: make a masking tape line throughout the house and walk carefully on the line.
- Art: coloring, painting, collage, sidewalk chalk, clay. Make slime or playdough.
- Cutting and gluing - for example find and cut all of the plants in a magazine; glue into a collage.
- Plant seeds for the future garden.

#### Ages 5

- Cutting more intricate shapes
- Baking: reading, measuring and mixing simple recipes.
- Handwork: crocheting, finger knitting, or sewing words, initials, or pictures on napkins, hand towels, etc.
- Using a hole punch, stapler, or hammer
- Getting their own masking tape

### Sensorial

#### Ages 3 to 4:

- Exploring the home for 2 dimensional shapes (rectangles, squares, circles, etc.).
- Explore the home for textures that are rough or smooth.
- Exploring sound by tapping on different objects (pot, glass, wooden cutting board, etc) with different objects as well (tap with a metal spoon, then a wooden spoon).
- Exploring tastes like sweet or sour.

#### Ages 5

- Exploring spices and attempting to recognize them by scent.
- Exploring the home for 3 dimensional shapes (spheres, cylinders, cones, cubes, prisms).
- Comparing the various shapes of leaves found amongst the house plants.
- Drawing a picture that includes certain shapes i.e, 1 circle and 3 rectangles, or 1 square and 4 triangles)
- Listen to the same song in different languages.
- Make a mystery bag of small objects, use a blind fold and let children try to guess what the items are. Sneak in something slimy or gooey and send us the video.

### Language

#### Ages 3 to 4:

- Model Writing; let them see you write, lists, names etc...Encourage them to write, they sign in daily with a model of their name. Don't criticise, but encourage and celebrate their efforts.
- Use dots or "highways" of letters for students to trace.
- Sound Games/I-spy: Something that begins with the sound /s/.
- Have a treasure hunt for things that begin with a certain sound.

- Question Game: Have a conversation using who/what/when/where/why questions.
- Singing songs.
- Tracing shapes, letters in flour (pour flour or sand, in a cookie sheet).

Ages 5

- Write a letter to a friend or family member to mail.
- Assist in writing a list of things to do for a day or a week.
- Draw a picture then write a story about the picture and read aloud or act out when finished.
- Create a book.

## Math

Ages 3 to 4:

- Scavenger hunt/counting objects collected.
- Counting objects (beans, pennies, etc.).
- Sorting laundry.
- Sorting silverware.
- Matching games
- Connect numerals to quantity

Ages 5

- Addition and subtraction w objects
- Use a die in a penny game
- Practice writing numbers and equations
- Work with teen numbers

# Aspens

## Suggested Daily Schedule for Aspens:

\*Please note, we will be having weekly yoga classes on Thursdays at 10:45am via Zoom. You will be invited via email.

Wakeup-8:45	Tidy room, morning hygiene routine, help with morning chores, eat breakfast, clean up.  Free Choice: legos, free art, etc.
8:45-9:15	Circle Check-In: A great time to talk about the day ahead, discuss the calendar and date, discuss weather and seasons. This is also a great time to read books that explore a theme from the day (look to your newsletter for a suggested reading list).
9:15-10:45	Work Cycle: Time to work on academic projects that have been suggested by the teachers.
10:45-11:30	Time for art, music, spanish, or yoga Also a good time for snack!
11:30-1:00	Outside Time: Explore! Move! Imagine!
1:00-1:30	Lunch: Invite your child to help make their snack. Sit with them if you're able and initiate a conversation.
1:30-2:00	Quiet time for resting or reading: dim lights, turn on an audiobook or calming music, and encourage some quite alone time.
2:00-2:30	Work Cycle: Resume any projects from earlier in the day or start on something new.
2:30+	Outside Time and/or DANCE PARTY!

## Aspen Program Expectations

Students may be expected to:

- Enjoy family life with developmentally appropriate contributions.
- Complete work within a reasonable timeframe and with a developmentally appropriate level of independence.
- Practice kindness with their families.



## Aspen Parents are invited to:

- Remain mindful about your child's stress or worries during this time of change.
- Monitor communication about your child from your teachers.
- Initiate communication with teachers about questions, ideas, concerns, or feedback.
- Support your child's independence in daily life activities.
- Be mindful of and allow children to continue periods of concentration.
- Establish daily routines and expectations.
- Limit screen time.
- Provide opportunities for daily physical activity.

## Aspen Teachers will:

- Email weekly newsletters with general information, fun crafts and cooking to try at home, and general projects that all students will be able to complete. Material will also be available on Google Classroom.
- Provide both general and individual suggestions for activities developing fine motor skills, gross motor skills, language, and math.
- Create a schedule for individual check-ins.
- Be prompt in communicating within the timeframe of working hours. If families have needs outside working hours, teachers will work out the appropriate schedule accordingly.
- Give guidance in setting up a daily routine.
- Make suggestions for appropriate home contributions.
- Offer guidelines and suggestions for screen time.

## Activities for Aspens at Home

### Practical Life

- Meal or Snack Preparation: slicing vegetables, fruit, cheese, spreading butter or
- Baking: measuring and mixing ingredients.
- Kitchen Care: loading and unloading the dishwasher, washing dishes by hand, sweeping floors.
- Washing hands before and after eating, after blowing their nose, etc.
- Clearing their plate, washing tables, sweeping any messes after mealtime, tucking in their chairs.
- Pet Care: walking, playing with, grooming, and feeding.
- Dusting: the leaves of plants with a soft cloth or furniture around the house.
- Nature walks in the yard or about the neighborhood with a list of things to find.
- Walking on the Line: make a masking tape line throughout the house and walk carefully on the line. Add fun by playing music and walking to the beat! Add a challenge by carrying something in the hands or on the head.
- Art: coloring, painting, collage, sidewalk chalk, clay.
- Cutting and gluing - for example find and cut all of the plants in a magazine; glue into a collage.
- Sewing shapes/pictures onto napkins, hand/kitchen towels, etc.

- Cutting more intricate shapes.
- Baking: reading, measuring and mixing simple recipes.
- Handwork: crocheting, finger knitting, or sewing words, initials, or pictures on napkins, hand towels, etc.
- Origami.
- Being pleasant and courteous! All of our students are kind and considerate. Now is a great time to practice those skills at home. Help your children by modeling polite manners and invite them to reciprocate. You can let them know it's part of their homework from Ms. Cecelia and Ms. Liza :)

## Sensorial

- Exploring spices and attempting to recognize them by scent.
- Comparing the various shapes of leaves found amongst the house plants.
- Drawing a picture that includes certain shapes i.e, 1 circle and 3 rectangles, or 1 square and 4 triangles).

## Language

- Write a letter to a friend or family member to mail.
- Assist in writing a list of things to do for a day or a week.
- Write a story or a play and read aloud or act out when finished.

## Mathematics

- Measuring while assisting in cooking.
- Writing numbers, especially in the teens, with the correct number in the ones and tens place!
- Math facts with dice.
- Post your daily/weekly schedule near an analog clock and put images of clock faces that correlate to the written times on the schedule.

## Possible Elementary Coursework for Home Learning

### Math:

- Students will receive updates on individual math work from their teacher. As math is individually paced, students will have the ability to continue in their math work unhindered. Materials will be made available through Google Classroom.

### Language:

- Students will receive updates on current or upcoming language work from their teacher. Literature Circles will continue to be held in the E-2 and E-3 classes. Students may be asked to participate in discussions or online forums. Students may also continue with their grammar, spelling, writing and independent reading work, as directed by their teachers.

### Project Work:

- If a project is in-progress: work will be finished according to the due dates set out at the start of the project. Additional readings or assignments may be assigned to replace in-class activities.
- If no project is in progress: students will be given the chance to study one of two topics as a mini project. Guidelines will come from the leading guides. Students will follow the normal rhythm of project work with readings, research, and discussion groups.

### Practical Life

- Students are encouraged to be active participants in their home, just as they would be in the classroom. This includes activities like cooking, cleaning, and care of younger siblings (if applicable). Students will be expected to set their own schedules and keep up with all work. Students are asked to reach out to their teacher should they find themselves struggling to schedule their time effectively

# E-1

## Suggested Daily Schedule for E-1 Students:

8:00-8:30	Wake up/Clean Room
8:30-9:30	Cook Breakfast/Clean up
9:30-12:00	Work Cycle (Lessons uploaded daily on Google Classroom) <ul style="list-style-type: none"><li>• Begin with Mindfulness Lesson</li><li>• Additional independent work sent in packets</li></ul>
12:00-1:00	Make Lunch/Clean up
1:00-1:30	Silent Read a Chapter Book
1:30-2:30	Outside Time
2:30-3:30	Chores (Please pick one area of house and have 3-4 steps to work through each day)

## E-1 Program Expectations

Students may be expected to:

- Plan and organize work with guidance from parents.
- Follow teachers' guidelines and academic expectations.
- Complete the guided lesson every day (in Google Classroom)
- Work with integrity on assigned tasks—do your best to work on your own!

E-1 Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule together.
- Follow along with the teachers' suggested activities to maintain skills and concepts.
- Provide opportunities for your child to share and present work to you.

E-1 Teachers will:

- Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward. Lessons will be posted in Google Classroom daily.
- Communicate in a consistent fashion with parents, replying to emails within 24 hours.
- Host online conferences every other Friday
- Give guidance in setting up a daily routine.

- Make suggestions for appropriate home contributions.
- Offer guidelines and suggestions for screen time.

## Lesson Schedule:

Day	Meg's Lesson	Nicole's Lesson
Monday	Storytime	Spelling
Tuesday		Math
Wednesday	Science	Cultural
Thursday	Creation Myths	English Language Arts
Friday	Conference Calls Via Zoom	

*Meg will send a Mindfulness lesson once a day for your student to practice.*

## Program-Specific Needs and Characteristics

Respect the stage of development—many Lower Elementary students are at a “concrete level” and require the Montessori materials to complete certain tasks. Teachers will guide you regarding what works makes sense for your child. Develop ideas that allow the opportunity for Lower Elementary students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.

## E-2

### Suggested Daily Schedule for E-2 Students:

8:00 - 8:45	Wake up, prepare breakfast, clean-up breakfast, free choice
8:45 - 9:00	Prepare and organize work space, create work plan
9:00 - 9:20	Join YouTube Live morning greeting and peace pledge (outside play time until 9:30)
9:30 - 9:45	Morning Meeting
9:45 - 11:45	Work Cycle Time to work on academic projects that have been suggested by the teachers. (includes zoom meetings for lessons and discussions - schedule TBD)
11:45 - 12:00	Clean-up and organize work space, Mindfulness Practice
12:00 - 12:45	Prepare, Eat and Clean up Lunch
12:45 - 2:00	Outside time - free choice
2:00 - 2:30	Silent Reading
2:30 - 3:00	Art, Music, or Spanish
3:00 - 3:10	Join YouTube Live Afternoon Mindfulness and send-off

### E-2 Program Expectations

#### Students may be expected to:

- Plan and organize work with guidance from parents.
- Follow teachers' guidelines and academic expectations.
- Work with integrity on assigned tasks—do your best!
- Be their own advocate when assistance or further clarification is required.

#### E-2 Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule together.
- Follow along with the teachers' suggested activities to maintain skills and concepts.
- Provide opportunities for your child to share and present work to you.



E-2 teachers will:

- Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward. These will all be uploaded via Google Classroom which your student can access with their Desert Montessori email account.
- Communicate in a consistent fashion with parents, replying to emails within 24 hours.
- Share a daily “Morning Greeting” via email.
- Create a schedule for individual check-ins.

### Program-Specific Needs and Characteristics

- Respect the stage of development - some students may still be at a “concrete level” and require the Montessori materials to complete certain tasks. Avoid “teaching” shortcuts for subjects such as Mathematics.
- Develop ideas that allow the opportunity for Upper Elementary students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.

## E-3

### Suggested Daily Schedule for E-3 Students:

8:00-8:45	Wake up, prepare breakfast, clean-up breakfast, free choice
8:45-9:00	Prepare and organize work space, create work plan
9:00-9:20	Join YouTube Live morning greeting and peace pledge (outside play time until 9:30)
9:30-9:45	Morning Meeting
9:45-11:45	Work Cycle (includes zoom meetings for lessons and discussions - schedule TBD)
11:45-12:00	Clean-up and organize work space.
12:45-2:00	Outside time - free choice
2:00-2:30	Silent Reading - literature assignment, then free choice when assignment is complete
2:30-3:00	Art, Music, or Spanish
3:00	Join YouTube Live Afternoon Mindfulness and send-off

### E-3 Program Expectations

#### Students may be expected to:

- Plan and organize work as independently as possible.
- Follow teachers' guidelines and academic expectations.
- Be your own advocate when assistance or further clarification is required.

#### E-3 Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule.
- Follow along with the teacher's suggested activities to maintain skills and concepts.
- Meet and review your child's assignments; provide opportunities at home for work presentations

#### E-3 teachers will:

- Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward.

- Communicate in a consistent fashion with parents, replying to emails within 24 hours.
- Share a daily “Morning Greeting” via email.

## Program-Specific Needs and Characteristics

- Respect the stage of development - some students may still be at a “concrete level” and require the Montessori materials to complete certain tasks. Avoid “teaching” shortcuts for subjects such as Mathematics.
- Develop ideas that allow the opportunity for Upper Elementary students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.
- Upper Elementary students are extremely social. At this time, not being able to be directly with their friends can feel challenging. We strongly encourage parent monitoring of texts, emails, and group chats to ensure that the students are using grace and courtesy towards themselves and others.

## Specialty Classes



Our art, music and spanish classes are an essential part of student learning at Desert Montessori School. Our specialty teachers will be providing work and meaningful activities for students throughout the duration of this remote-learning experience. This work will be presented to students through their classroom teachers.

## Some Additional Guidelines

### When and how can I reach my child's teacher?

Email and the Remind application remain the best ways to contact teachers. Follow guidance set by your child(ren)'s teacher(s). If you wish to speak to a teacher, please use email to set up a time for a phone call. Please do not contact teachers on their personal cell phones or outside of regular school hours unless specifically requested by that teacher.

### When can I expect a response?

In most cases, you can expect a response to emails within 24 hours, excluding weekends and holidays. If you need to speak with someone at DMS and are having trouble reaching a teacher, please email [board@desertmontessori.com](mailto:board@desertmontessori.com).

### Will we get a reimbursement of tuition fees?

Desert Montessori is operating in accordance with recommendations made by government officials given these exceptional circumstances. As such, there will be no reimbursement of tuition fees offered. Teachers continue to work both onsite and remotely to support families and offer the best education services we can under these challenging circumstances.