

Week One: Monday

Practical Life: [washing hands](#)

- Objective: washing all surfaces of hands for at least 20 seconds without washing the soap off too soon.
- Materials: sink, soap
- Procedure:
 - see video above

Sensorial: tower/stair building

- Objective: discriminate differences in dimension
- Materials: blocks, cans, boxes of food, any items in the home that are stackable
- Procedure:
 - create towers and/or stairs with household objects. Get creative.



Language Arts: [name writing](#)

- Objective: refining fine motor skills; pincer-grasp
- Materials: pencil, lined paper
- Procedure:
 - depending on your child's writing level, have them trace, copy, or write from memory their name.
- Notes
 - Correct as necessary. Target individual letters that may need correction. If your child finds the task difficult, bring out the crayons and let them write their name or individual letters in rainbow colors.

Math: numbers and counters

- Objective: sequencing numbers from 1-9; associate quantities and numeric symbols
- Materials: [numbers 1-9 from take home packet](#), 45 pieces of any object (beans, cereal, buttons, legos, etc)
- Procedure:
 - lay numbers out in order across top of rug saying each number
 - Review the numbers with your child
 - Place one object under the number one. Continue by placing objects in a neat vertical line underneath each number.
- Notes
 - Break the activity into smaller parts if your child loses focus. For example, use only numbers 1-5. If your child finds organizing the work challenging, he/she can place counters in cups or bowls underneath the numbers.

Science: [daily calendar](#)

- Objective: learn the days of the week and months of the year; give a sense of the flow of time; learn the activities associated with each day of the week and month of the year
- Materials: calendar at the month view
- Procedure:
 - see video link above
- Notes:
 - In class, we mark our current day with a card that says “Today.” If you have a hanging wall calendar, you could have your child place a sticker or draw a picture on the current day.
 - Complete calendar routine every day to help your child grasp the concept of time

Week One: Tuesday

Practical Life: [zipping a coat](#)

- Objective: refining fine motor skills; independence dressing
- Materials: coat with zipper
- Procedure:
 - See video link above
- Notes:
 - after practicing on table, have your child put the coat on their body and then practice zipping
 - extension: have your child select other coats from the coat closet or find new items from around the house that use a zipper

Sensorial: color sort

- Objective:
- Materials: collect a variety of objects of different colors from around the house; your child could be of great help in this process! Get a big bag or box, and go around filling it with different objects. If they help you collect the items, they should be able to then put them away where they belong!
- Procedure:
 - lay items on the mat
 - ask the child to sort objects by color
- Note:
 - Keep these items out and use them for the next activity, iSpy initial sounds.

Language Arts: [initial sound iSpy](#)

- Objective: develop auditory awareness of initial sounds
- Materials: collect a variety of objects from the house that are familiar to your child. They must know the name of the object to play the game.
- Procedure:
 - see the video link above for short example

- place objects on the table/mat. Start with two objects. If your child is experiencing success, increase the number of objects.
- say each object with your child stressing the first sound of the object
- say to your child, “I spy something that starts with the “mmm” sound.” Make sure you are using the initial sound **not** the letter’s name.
- Notes:
 - if your child is experiencing success, expand the object selection to the entire room! Allow your child to see if you can guess what he/she is “spying.”
 - have your child put the items away where he/she found them. Resistant? Time them and see if he/she can beat his/her “record.”

Math: [zero game](#)

- Objective: develop an understanding that zero represents the absence of quantity; reinforce the association of quantities and numeric symbols.
- Materials: [numbers 1-9 from take home packet](#)
- Procedure:
 - see video link above

Science: observations

- Objective: increasing awareness of surroundings; using five senses; developing an understanding that our experiences can be recorded with symbolic representations
- Materials: notebook, pencil, colored pencils/crayons/markers
- Procedure:
 - take materials outside
 - walk around and discuss what you see with your child. Ask questions to draw their attention to the world around them and explore. “Do you see anything in the tree?” “What can you find in the grass?”
 - if your child becomes excited about something they are observing, ask them if they want to draw what they are observing. Encourage his/her artwork with prompting questions like “what color is the grass?” “where do you see the bird?” However, let your child choose the colors and avenues he/she wishes to pursue; ultimately, the process is more important than the product.

Week One: Wednesday

Practical Life: [Table cleaning](#)

- Objective: fostering care for the environment
- Materials: sponge, soapy water, table (one that is visibly dirty is best)
- Procedure: see video link above
- Notes:
 - squeezing the sponge is very important; don’t forget this step. If your child sweeps crumbs on the ground, have him/her pick or sweep them up.

Sensorial: [light vs dark](#)

- Objective: concept and vocabulary of light versus dark; refining sense of sight
- Materials: white paper, crayons of various colors
- Procedure: see video link above

Language Arts: opposites

- Objective: develop the concept of opposites; vocabulary acquisition
- Materials: [opposite 1](#) [opposite 2](#)
- Procedure:
 - cut out cards; your child may be able to help with this
 - match each pair together using the vocabulary
 - example: “the opposite of stop is go”
 - After reviewing the work together, ask your child to match the images independently.
- Note:
 - brainstorm other opposites and have your child draw his/her own cards
 - find and perform opposites around the house
 - “show me the opposite of that open door”
 - “show me the opposite of fast”

Math: roll and cross

- Objective: understanding that a quantity is made up of units added together; reinforce the association of quantities and numeric symbols.
- Materials: cardboard box (like a tissue box . . . just as close to a cube as possible), paper, marker
- Procedure:
 - cover box with paper
 - draw dots on each side of the cube to resemble a die
 - write numbers 1-6 on a piece of paper. Can write each number multiple times if you want.
 - Have your child roll the die and cross out/color over whatever number he/she rolls. Play until all numbers have been colored.
- Note
 - Die can be used in a variety of ways. It is very open-ended. For example, have your child choose an action, like jumping, then throw the die. Jump that number of times.



Science: [naming continents](#)

- Objective: introducing the child to the location and names of the seven continents
- Materials: [map of continents](#)
- Procedure:
 - see video link above

Week One: Thursday

Practical Life: [Sweeping](#)

- Objective: fostering care of the environment; developing gross motor skill
- Materials: dustpan and broom, pom poms on floor (or other easily sweepable objects)
- Procedure:
 - see video link above

Sensorial: playdough shapes

- Objective: developing fine motor skills; spatial awareness; learning names of shapes
- Materials: playdough ([homemade playdough recipe](#) food coloring can stain so I would recommend not coloring the playdough) or Sculpey clay
- Procedure:
 - roll some playdough into a long snake. Form into a circle. Now tell your child, “your turn.”
 - Repeat steps and form snakes into a square, triangle, and rectangle.
 - Then let your child explore other ways to create these shapes with playdough.
- Note:
 - If your child knows these shapes’ names and is experiencing success building the shapes, move on to creating shapes with more than four sides. Or three dimensional shapes.

Language Arts: Tracing objects

- Objective: developing fine motor skills
- Materials: objects in the house that can be traced (can, candle jar, CD case, yogurt container, etc), pencil/colored pencil, pieces of paper
- Procedure:
 - Place an object in the center of the paper.
 - Hold with your non-writing hand and trace around the object with a pencil.
 - Now tell your child, “your turn.”
 - Allow your child to select additional objects to trace
- Note
 - When your child finishes tracing, he/she can further develop their fine motor skills with the shapes they have created. He/she can fill the shape with lines, waves, turn it into a picture, etc.
 - If the objects he/she traces end up looking like a discernable shape, ask them what shapes he/she created.

Math: sticker counting cards

- Objective: understanding that a quantity is made up of units added together; reinforce the association of quantities and numeric symbols.
- Materials: stickers, notecard sized pieces of paper
- Procedure:
 - ask your child to put stickers on all of the notecards. Direct your child to give each sticker its own space so that we can see and enjoy each of them.
 - When your child has finished “stickering” the cards, have him/her count how many stickers are on each card and write that number on the back
 - depending on your child’s handwriting, they may need to trace an outline provided by you.
 - Your child can then practice counting and ordering from least to greatest with their very own cards.

Science: tracing and coloring continents

- Objective: introducing the child to the location, names, and Montessori color-coding of the seven continents

- Materials: continent map ([link](#)), blank continent map ([link](#)), crayons (red, orange, yellow, green, brown, white)
- Procedure:
 - review the continents by singing the song learned on Wednesday while pointing to the map.
 - have the child trace each continent in crayon, saying the name of the continent as they trace
 - have your child color each continent

Week One: Friday

Practical Life: [dry pouring](#)

- Objective: developing motor skills
- Materials: dry ingredients (beans, rice, beads, cereal, etc), two containers of similar size, tray (if available)
- Procedure:
 - fill one container $\frac{2}{3}$ the way full
 - see video link above
- Note:
 - changing the vessels and materials the child uses to pour can increase or decrease the level of difficulty.
 - Any mess on the table or tray should be picked up and placed back into the pouring vessel.

Sensorial: shape iSpy

- Objective: shape vocabulary; developing visual awareness of surroundings
- Materials: a room with objects that the child can touch and manipulate, paper and pencil (optional)
- Procedure:
 - say to your child, "I spy something that looks like a circle."
 - Ask your child to bring that item to you.
 - Trace the part of the item that resembles a circle.
 - If your child brings you an item that does not have any circular form, trace the shape you do see and say, "this is a [square]. Can you try again?"
 - If your child is not experiencing success, draw the shape on the piece of paper and ask him/her to keep searching. If your child needs additional help, locate the circular object with him/her. Later, go back to this shape and see if your child has retained this information; it is perfectly fine if he/she retrieves the same item you found together.
 - Repeat procedure with another shape easily found in the room.

Language Arts: initial sound drawing

- Objective: develop auditory awareness of initial sounds
- Materials: paper, colored pencils/crayons/markers
- Procedure:
 - ask your child to draw a picture of one of his/her favorite things (animal, food, character, etc).
 - Ask your child, "what sound does [elephant] begin with?"

- When your child has correctly identified the initial sound, ask them, “can you think of something else that starts with the [e] sound?”
- Then have your child draw a picture of that object on the same piece of paper.
- Ask your child if they want to choose a new sound. If not, keep drawing pictures that start with the “e” sound. Allow your child to fill the page with as many drawings as they wish, having them tell you what sound each drawing begins with.
- When he/she finishes, have your child tell you the names of each picture and the sound he/she hears at the beginning. You could also play iSpy with their page of drawings.

Math: number outlines

- Objective: learn numeric symbols 1-9; motor planning
- Materials: small manipulatives (cereal, beans, pom poms, etc), [number outlines template](#)
- Procedure:
 - have child outline the number one with manipulative
 - on the opposite side of the paper that is blank, have child attempt to make number one with the manipulatives
 - continue to next number

Science: Nature walk - living vs nonliving

- Objective: classifying objects; characteristics of living things
- Materials: notebook and pencil/crayons/colored pencils/markers (optional)
- Procedure:
 - review with your child the characteristics of living things
 - they need food, water, air, and they reproduce/have babies
 - walk outside with your child and begin exploring nature. Draw your child’s attention to living and nonliving things; ask them “is this living or nonliving” as you touch/hold an object; ask them to find living or non-living things. Have fun!
- Note: you could bring a notebook and coloring supplies outside and have your child draw pictures of the living and nonliving things they found on their nature walk. Or wait until you come inside and see if they want to record their findings or brainstorm new ideas.