

## **PRIMARY - LANGUAGE ARTS & MATH CHOICE BOARDS**

**CHARLES ELLIS MONTESSORI ACADEMY**

**Montessori At Home - Week 4**

**April 27 - May 1**

### **Information About Choice Boards:**

For the choice boards, our goal is to work in collaboration with families to keep alive the culture of learning that is unique to Montessori, as well as provide families with support and activities that match the developmental needs and characteristics of each child in our community. It is important to us that the children's activity during this time be enjoyable, challenging, and rewarding. When looking at the Montessori method, it is important to remember the term, "Process over Product". While completion of work is important, it is our approach that makes all the difference. Learning is most effective when it is within a greater context. When we connect subjects and concepts, we establish meaning which fuels motivation in students. Above all, we want children to feel connected to their learning, not simply "complete assignments" while at home.<sup>1</sup> This is why we have chosen the theme of "Spring" for the month of April. Whether it be the birds chirping, the bees and pollinators buzzing, or the trees and plants budding, the presence of spring is all around us. Each week we will send out a new choice board with different spring topics. The topic for this week will be, "Bugs and Insects". We hope that this will be a fun way to connect your child's learning to what is happening in the world around them. Learning together 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 for the child.<sup>2</sup>

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<sup>1</sup> *Learning from Home Handbook* (Tokyo: Montessori School of Tokyo, n.d.), <https://drive.google.com/file/d/1BqbxhX3iaCRdeMZCALV5ka0dZYmtNVJM/view>

<sup>2</sup> Ibid.

## MATH CHOICE BOARD

Select and complete 1 activity per day from the choice board below.

<p><b>1.) Design a Bug with Leaves</b></p> <p>Collect a certain amount of leaves (no more than 10). Use the leaves to design a bug/insect on a sheet of paper.</p> <p>How many leaves did you need to make your bug or insect?</p> <p><b>GELDS:</b> CD-MA4.4a <b>GSE:</b> MGSEK.CC.5</p>	<p><b>2.) Butterfly Patterns</b></p> <p>Draw 5 butterflies on a piece of paper. Color the butterflies to make an ABB pattern.</p> <p>Example: red, blue, blue, red, blue, blue</p> <p><b>GELDS:</b> CD-MA4.4c <b>GSE:</b> MGSEK.CC.5</p>	<p><b>3.) Bug Counting Book</b></p> <p>Make a counting book for numbers 1-8 using bugs!</p> <p>The words to the book are: “1 bug, 2 bugs, 3 bugs, 4; Those were good, but I want more! 5 bugs, 6 bugs, 7 bugs, 8; The big fat juicy ones taste just great!”.</p> <p>Make sure to represent the amount of bugs for each number. You can make the bugs by drawing, collaging, cutting pictures of bugs from magazines, etc.</p> <p><b>GELDS:</b> CD-MA1.4b <b>GSE:</b> MGSEK.CC.4</p>	<p><b>4.) Bug Tally</b></p> <p>Go on a nature walk. Take a pencil and paper to count the number of different bugs that you may see.</p> <p>Use tally marks to count the number of bugs you found.</p> <p>Example of tally marks:</p>  <p><b>GELDS:</b> CD-MA1.4c, CD-MA2.4a <b>GSE:</b> MGSEK.CC.4</p>
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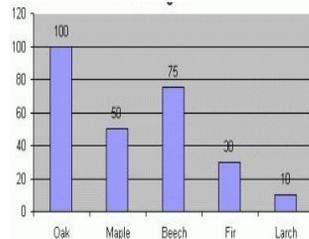
### 5.) How Does it Eat?

Insects eat food in two different ways:

1. Chewing: Some insects chew their food by using a body part called mandibles - just like us humans!
2. Sucking it up: Some insects have a straw-like mouth called a proboscis so that they can suck their food as a liquid.

Research and decide how the following bugs/insects would eat their food? Butterfly, bee, beetle, ant, fly, and grasshopper.

Create a bar graph to show your results. Example:



How many eat with a proboscis?  
How many eat with mandibles?

**GELDS:** CD-MA1.4b  
**GSE:** MGSEK.MD.3

### 6.) Caterpillar Measurement

When caterpillars are born, they are so tiny that you might not see them under a leaf - but they grow very fast! By the end of three weeks, they can grow up to three inches long.

On a ruler, find the 3 inch mark. If you do not have a ruler at home, you can find an actual size ruler at the following link:

<https://www.piliapp.com/actual-size/cm-ruler/>

Can you find any other items or objects at home that are three inches long?

**GELDS:** CD-MA3.4c  
**GSE:** MGSEK.MD.1

### 7.) Using Shapes to Make a Bug or Insect

Using simple 2-D shapes (Circles, ovals, squares, rectangles, and triangles) and lines, see how many different types of bugs and insects you can draw.

See the links below to help you get started:

How to draw an Ant:

<https://www.youtube.com/watch?v=gUdO0zoRptg>

How to draw a Ladybug:

<https://www.youtube.com/watch?v=ZlCg-xR-dec>

**GELDS:** CD-MA6.4b  
**GSE:** MGSEK.G.6

### 8.) Ants on a Log Word Problem

There were 10 ants walking in a line. 2 of the ants decided to head back home. How many ants are left walking in a line? Write a number sentence to help solve the word problem.

Example of a number sentence:  
 $8-4=4$

**Extension:** Ants on a Log snack  
Ingredients:

- celery
- peanut butter
- Raisins, blueberries, or chocolate chips to represent the ants.

Example:



**GELDS:** CD-MA7.4c  
**GSE:** MGSEK.OA.2

## ELA CHOICE BOARD

Select and complete 1 activity per day from the choice board below.

<p style="text-align: center;"><b>1.) The Ant and the Grasshopper</b></p> <p>Read: <i>The Ant and the Grasshopper</i>. This book can be found on Getepic.com at the following link:  <a href="https://www.getepic.com/app/read/14264">https://www.getepic.com/app/read/14264</a>.</p> <p>Answer the following questions:          Who were the characters?          What two seasons were shown in the story? What major events happened? Did you like the story?</p> <p>Write or draw pictures to record your answers.</p> <p><b>GELDS:</b> CLL5.4c  <b>GSE:</b> ELAGSEKRL3</p>	<p style="text-align: center;"><b>2.) Bug Twins</b></p> <p>Have your child draw a simple bug outline with only 3 circles. Have them work with a partner to create bugs that are the same (“bug twins”). One partner has the role of communicator, and the other partner has the role of listener. The communicator adds features to the bug by drawing &amp; coloring, and communicates each step to a partner. The partner listens and adds the same features to the bug without seeing the other child’s paper. (Extension: Now switch roles: the listener becomes the communicator and the communicator becomes the listener.) This project helps with communication skills, listening, following directions, and cooperation.</p> <p><b>GELDS:</b> CLL9.4c  <b>GSE:</b> ELAGSEKRL1</p>	<p style="text-align: center;"><b>3.) Honey Bee</b></p> <p>Draw a diagram of a bee, and label its parts. Make sure to include the main characteristics of an insect:</p> <ul style="list-style-type: none"> <li>-3 main body parts (head, thorax, abdomen)</li> <li>-A pair of antennae</li> <li>-6 legs</li> <li>-2 wings</li> </ul> <p><b>GELDS:</b> CLL9.4a  <b>GSE:</b> ELAGSEKW6</p>	<p style="text-align: center;"><b>4.) Extreme Insects</b></p> <p>Insects can be found on all 7 continents! As cold-blooded animals, insects have special ways to control their body temperatures. How does an insect survive the snowy Arctic winters? Have your child predict how an insect might survive extreme weather. Research insects that live in extreme climates, such as hot, arid deserts and the freezing tundra. What adaptations do the insects have? Your child can create insect cards and draw pictures and write facts about each specimen.</p> <p><b>GELDS:</b> CLL4.4d, CLL9.4  <b>GSE:</b> ELAGSEKSL3, ELAGSEKW2</p>
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### 5.) Bug Syllable Counting

Write the words below on a piece of paper:

- Ant
- Worm
- Ladybug
- Caterpillar,
- Butterfly
- Dragonfly
- Beetle
- Cricket
- Snail
- Moth
- Fly
- Mosquito

As you say the words, count/clap out the number of syllables. Write the number of syllables next to each word.

**GELDS:** CLL6.4e  
**GSE:** ELAGSEKRF2

### 6.) The Very Hungry Caterpillar

Read the story, *The Very Hungry Caterpillar* by Eric Carle. Link :[The Very Hungry Caterpillar By Eric Carle](#)

Have your child re-create the story by drawing and explaining the book in their own words and pictures.

**GELDS:** CLL9.4c  
**GSE:** ELAGSEKW2

### 7.) Insect Research

Click on the links below to research the following insects:

[What do Ants do?](#) Study the roles of ants in their colonies.

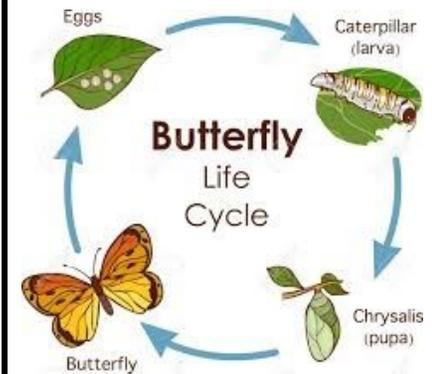
[What do bees do?](#) Study the roles of bees in their hives.

Write or draw a picture of the information you learned about ants and bees!

**GELDS:** CLL4.4c  
**GSE:** ELAGSEKW2

### 8.) Butterfly Life Cycle

Observe the life cycle of the butterfly. This transformation, starting with the egg and ending with the adult is called, "Metamorphosis".



From looking at the Life cycle above, what are the 4 stages that butterflies go through in metamorphosis?

After answering the question, make your own drawing of the butterfly life cycle. Make sure to label the 4 stages.

**GELDS:** CLL2.4a  
**GSE:** ELAGSEKW8

# Daily Reading Log

Name: \_\_\_\_\_

Week: April 27th-May 1st

Date	Name of Book	Author	Time spent reading

Reading Resource: [Epic Digital Library](#)

## Primary Office Hours

**Ms. Cecily's Office Hours:**

M-F (9 am - 10 am)

Phone: 912- 417- 9543

Email: [Cecily.Paniagua@sccpss.com](mailto:Cecily.Paniagua@sccpss.com)

Remind App

**Ms. Classie's Office Hours:**

M-F (8 am - 9am)

Email: [classie.williams@sccpss.com](mailto:classie.williams@sccpss.com)

Remind App

I will be available throughout the day until 3:15.

**Ms. Haley's Office Hours:**

M-F (8 am - 9 am)

Phone: 912-549-0039

Email: [haley.anderson@sccpss.com](mailto:haley.anderson@sccpss.com)

**Ms. Wonda's Office Hours:**

M-F (8 am - 9 am)

Phone: 912-662-5143

Email: [wonda.goodwin@sccpss.com](mailto:wonda.goodwin@sccpss.com)

Remind App

**Ms. Connie's (EIP Teacher) Office Hours:**

M-F: 8:30am - 9:30am

Email: [constance.swagert@sccpss.com](mailto:constance.swagert@sccpss.com)