

PRIMARY - LANGUAGE ARTS & MATH CHOICE BOARDS
CHARLES ELLIS MONTESSORI ACADEMY
Montessori At Home - Week 6
May 11th-15th

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.¹ This is why we have chosen the theme of "Spring" for the months of April and May. Whether it be the birds chirping, the bees and pollinators buzzing, or the trees and plants budding around us, 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, "Plants". 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.²

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

² Ibid.

MATH CHOICE BOARD

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

1.) Growing Tomatoes	2.) Flower Petals	3.) Growing Strawberries	4.) Farming Addition
<p>A family planted some tomato plants in their garden. They counted 9 green tomatoes on the vine. Over time, they noticed that 4 tomatoes were ready to be picked as they were bright red and ripe. They picked the 4 ripe tomatoes on the vine.</p> <p>How many tomatoes were left on the vine? Draw a picture to show your work and write a number sentence.</p> <p>Example of number sentence: 8-4=4</p> <p>GELDS: CD-MA2.4c GSE: MGSEK.MD.3</p>	<p>There was once a rose that had 20 petals. It stayed in bloom for a long time, but as the winter came the rose's petals began to fall, and 8 petals began to fall.</p> <p>How many petals were left on the rose? Draw a picture to show your work and write a number sentence.</p> <p>Example of number sentence: 8-4=4</p> <p>GELDS: CD-MA2.4c GSE: MGSEK.MD.3</p>	<p>A family was growing strawberries in their garden. One day, they counted 7 strawberries on the bush. A few days later, they counted 3 new strawberries on the bush.</p> <p>How many total strawberries are now on the bush? Draw a picture to show your work and write a number sentence.</p> <p>Example of number sentence: 8-4=4</p> <p>GELDS: CD-MA2.4c GSE: MGSEK.MD.3</p>	<p>A farmer wanted to grow a plot of corn. He decided that he wanted 4 rows of corn. On each row, he wanted to grow 5 corn stalks. How many corn stalks did the farmer grow?</p> <p>Draw out the rows and stalks of corn to find the answer</p> <p>GELDS: CD-MA2.4c GSE: MGSEK.MD.3</p>

5.) Plant Measurements

Go outside and observe different plants. Measure their height, and make a graph to represent their different heights.

Which one is taller? Shorter?
And why do you think it is taller or shorter?

GELDS: CD-MA3.4c
GSE: MGSEK.MD.2

6.) The Tiny Seed Word Problems

7 seeds from a flower were flying through the air. 3 seeds landed on the ground, and a squirrel ate them. How many seeds are still blowing through the air?

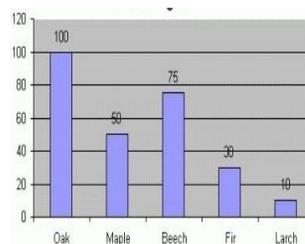
Draw a picture to show your work and write a number sentence.

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

GELDS: CD-MA2.4c
GSE: MGSEK.MD.3

7.) Estimating/ Guessing Seeds and Bar Graph Results

Materials: 4 different fruits that have seeds (Example: apple, pear, orange, lemon, kiwi tomato, etc.), a knife, a cutting board, and adult supervision. Before you cut into each of your fruit, guess how many seeds you think are inside. Write your predictions down. Cut each of your fruit, and count their seeds. Were your guesses correct? Make a bar graph to show your findings.



GELDS: CD-MA7.4a
GSE: MGSEK.MD.3

8.) Counting Seeds

Using the seeds from exercise 7, count how many seeds there are by ones. Then, put the seeds in a row, and count them by twos.

Can you also count them by fives?

GELDS: CD-MA1.4b
GSE: MGSEK.CC.4

ELA CHOICE BOARD

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

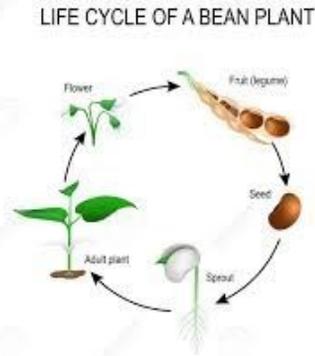
1.)The Giving Tree

Read *The Giving Tree* on the reading app Epic. Have you ever given something away and later wished that you hadn't? Is it easier to give something away if the receiver truly appreciates the gift? When you give something to someone, do you expect something in return?

Link to *The Giving Tree*:
<https://www.getepic.com/app/read/48547>

GELDS: CLL5.4e
GSE: ELAGSEKRL3

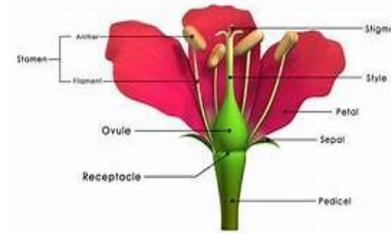
2.)Bean Life Cycle



Look at the Bean Life Cycle above. Create your own model of the Bean Life Cycle through a drawing. Don't forget to include arrows and label all of the stages.

GELDS: CLL9.4a
GSE: ELAGSEKW8

3.) Parts of a Flower



Observe the parts of the flower above. Now, make your own illustration of a flower, and label its parts.

GELDS: CLL9.4a
GSE: ELAGSEKW8

4.)Viewing Seed Growth

Materials Needed: Sandwich-size ziploc bags, tape, cotton balls, seed packet (green beans work well), spray bottle. Prepare several ziploc bags by placing 2-3 "pulled apart" cotton balls in each.

1. Choose a sunny, easily accessible window. Using the tape, attach the bags to the glass. Place tape along the open top edge of one side of the bag. (Bags remain open.)
2. Thoroughly dampen the cotton using a plant mister or spray bottle of water.
3. Place one seed in each bag so that it rests on top of the cotton.
4. Regularly moisten the cotton to prevent drying out. (wet but not soaked.)
5. Observe regularly. Within a few days the seeds should swell and your child will be able to clearly observe the "bursting forth" of both roots and a sprout.
6. Have your child record (draw and write) what they observe.

GELDS: CLL9.4b
GSE: ELAGSEKW3

<p>5.) Five Little Flowers</p> <p>Create a book or finger puppets to act out the poem below.</p> <p>Five little flowers growing in a row, The first one said, "I'm purple you know." The second one said, "I'm pink as pink can be." The third one said, "I'm blue like the sea." The fourth one said, "I'm a very red fellow." The fifth one said, "My color is yellow." Then out came the sun, big and bright, And five little flowers smiled in delight.</p> <p>GELDS: CLL6.4b GSE: ELAGSEKRL.2</p>	<p>6.) Pick a Flower</p> <p>Pick a flower. Take it apart and sketch its different components. Describe the textures and colors. Why do you think it was made this way?</p> <p>GELDS: CLL2.4a GSE: ELAGSEKSL.4</p>	<p>7.) A Day in the Life of The Tiny Seed.</p> <p>Click on the link to listen to the story</p> <p>The Tiny Seed by Eric Carle</p> <p>After listening to the story ask your child to pretend he/she is the tiny seed, and make up some adventures. You can write or draw a picture about those adventures.</p> <p>GELDS: CLL1.4a GSE: ELAGSEKW3</p>	<p>8.) What do plants need to grow list</p> <p>After watching: How do seeds become plants?</p> <p>Answer: What do plants need to grow? Ponder and make a list of the things you think plants need to be able to grow. Draw a picture next to each item on your list. If you want to make it more challenging, write a sentence and of course, draw a picture.</p> <p>GELDS: CLL9.4c GSE: ELAGSEKW2</p>
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Daily Reading Log

Name: _____

Week: May 11th-15th

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

Remind App

Ms. Classie's Office Hours:

M-F (8 am - 9am)

Email: 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

Ms. Wonda's Office Hours:

M-F (8 am - 9 am)

Phone: 912-662-5143

Email: wonda.goodwin@sccpss.com

Remind App

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

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

Email: constance.swagert@sccpss.com