

PRIMARY - LANGUAGE ARTS & MATH CHOICE BOARDS
CHARLES ELLIS MONTESSORI ACADEMY
Montessori At Home - Week 5
May 4th-8th

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 month of April. 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, "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.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.) Bug Estimation and comparing shapes

Draw 3 squares: 1 large, 1 medium, and 1 small. Make an estimate of how many bugs you think you can draw to fit in each square. Write your estimations down.

After making your estimations, draw as many bugs as you can in each square. Were your estimates correct?

How many bugs do you have total if you add all the squares together?

GELDS:CD-MA2.4c
GSE: MGSEK.CC.4

2.) The Ants Go Marching!

March and sing this song to the beat.

[The Ants Go Marching](#)

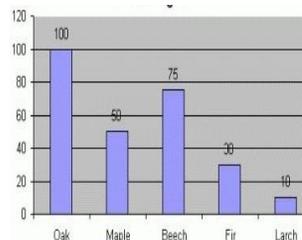
How many ants did you count in the song?

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

3.) Graphing Bugs and Insects

Bugs and insects move in different ways. Think of a few bugs/insects that fly, and a few that crawl. Make a bar graph to show how many bugs/insects you thought of that could fly, as well as how many bugs/insects you thought of that can crawl. Count how many you have on each graph, and see if the graph has more?

Example of a Bar Graph:



GELDS:CD-MA4.4b
GSE: MGSEK.MD.3

4.) How many Bees?



Bees live in hives, like the one in the picture above! How many bees do you think could fit in a beehive? Write your number down. With an adult's help, research online how many bees live in a hive. Was your number close? Now, draw your own beehive. How many bees would like to fit in your beehive? Draw and write your answers, then share with your teacher!

GELDS: CD-MA7.4a
GSE: MGSEK.CC.5

5.) ANT Strong Enough

Ants can carry 50 times their weight with their jaws. That would be like you being able to lift a car with your head! If you have a scale at home, check how much you weigh. If not, see if your parents can remember your weight from your last doctor's appointment.

What would your weight be if it was doubled? Example: If you weigh 40 pounds, you would add $40+40$ to double your weight. Write a number sentence to record your answer. What other objects do you think would weigh that much?

Extension: Triple or quadruple your weight.

Example of a Number sentence:
 $40+40=80$

GELDS:CD-MA7.4a
GSE: MGSEK.OA.1

6.) Making patterns like Bees!

Bees communicate by movement and buzzing. They wiggle their bodies and beat their wings to tell other bees where to locate food.

Create your own bee dance by wiggling and making a buzzing noise in a pattern.

What kind of pattern did you make? Was it an ABAB, AABB, or an ABBA pattern?

GELDS:CD-MA4.4c
GSE: MGSEK.CC.5

7.) A Bug's Life

Pick two of your favorite bugs. How many stages does each bug go through in their life cycle? Draw the lifecycle for each bug, and number/label the stages.

Which bug has more stages?

Which bug has less?

Did you learn any fun facts about the life cycles of bugs?

GELDS:CD-MA1.4d
GSE: MGSEK.CC.6

8.) "Buzz" Number Game

Unlimited number of players can participate.

-Players arrange themselves in a circle.

-As a group, you will count to 100 as quickly as possible.

Each person says the next consecutive number moving clockwise around the circle. If the number contains a 7, instead of saying that number, the player says "BUZZ".

-If a player forgets and says a number containing a 7, that person is either out, or their turn moves to the next person.

*Note: If your child cannot yet count to 100, you can change it to 10, 20, or 30 to adapt to their level.

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

ELA CHOICE BOARD

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

1.) Insect Research	2.) Initial Sounds	3.) Bug Hunt	4.) What is your favorite insect or bug and why?
<p>Click on the links below to research the following insects:</p> <p>What do worms do? Research and discuss the role that worms play in making the soil fertile for plants.</p> <p>What are pests? Research and discuss bugs that damage crops. Share what you learned by drawing or writing about it.</p> <p>Write or draw a picture of the information you learned about worms and pests?</p> <p>GELDS:CLL4.4c GSE: ELAGSEKW2</p>	<p>Identify the beginning sounds for the following words:</p> <ul style="list-style-type: none">-Ant-Worm-Ladybug-Caterpillar-Butterfly-Dragonfly-Beetle-Cricket-Snail-Moth-Fly-Mosquito <p>GELDS:CLL6.4c GSE: ELAGSEKRF2</p>	<p>Grab paper and a pencil. Go outside and draw pictures and write the names of the different insects you see.</p> <p>You can also use a camera and take pictures of the insects that you see. Write down the names of the insects.</p> <p>GELDS: CLL9.4a GSE: ELAGSEKW2</p>	<p>Watch the video about insects.</p> <p>Inspect an Insect</p> <p>Write a couple of sentences about your favorite insect or bug and why?</p> <p>Draw a picture of your answer.</p> <p>For Pre-k students, parents can help them to write the name of a bug or insect.</p> <p>GELDS:CLL9.4a GSE: ELAGSEKW2</p>

<p style="text-align: center;">5.) Alphabet Game</p> <p>Going through the alphabet A-Z. How many bugs or insects can you name?</p> <p>GELDS: CLL4.4a, CLL2.4b GSE: ELAGSEKSL4</p>	<p style="text-align: center;">6.) Baby bumble bee</p> <p style="text-align: center;"><u>I'm Bringing Home A Baby Bumble Bee</u></p> <p>Watch the video above and then respond to the question below:</p> <p>Have you ever been stung by a bee? Draw a picture of what happened to you and write a story about it. If you have never been stung by a bee draw a picture and write a story of what you would do if a bee stung you.</p> <p>GELDS: CLL6.4b GSE: ELAGSEKRL2</p>	<p style="text-align: center;">7.) Colony</p> <p>Each ant in a colony has a specific job. Some different jobs that ants do are caring for the eggs, collecting food, and repairing the nest. The queen's job is to lay eggs.</p> <p>Why might living in a colony be helpful for insects like ants? What are the advantages? What are the disadvantages?</p> <p>Have the child imagine their own human colony. What would it be like? How would people work together? Have the child write a couple of sentences or draw pictures and then share with the teacher.</p> <p style="text-align: center;"><u>Ants For Kids</u></p> <p>GELDS: CLL9.4c GSE: ELAGSEKW2</p>	<p style="text-align: center;">8.) What is it?</p> <p>Scientists use a “Dichotomous key” to determine the insect’s taxonomy. Taxonomy is the science of naming, identifying, and classifying a biological organism. If you are brave enough, catch an insect from your yard in a vessel with air holes, and identify it using this website</p> <p style="text-align: center;"><u>Insect, Bugs and Spider Identification - North America</u></p> <p>As an alternative to catching an insect, you can take a picture. When snapping your photos, try to get pictures of it’s face, sides, back, and underbelly (if you can). Once you have identified your insect, release it back into its habitat where you found it.</p> <p>Draw a diagram of your insect and label its parts.</p> <p>GELDS: CLL9.4a GSE: ELAGSEKW6</p>
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Daily Reading Log

Name: _____

Week: May 4th-8th

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