

Pack # 1 Montessori learning ideas

THE FMS LEARNING FROM HOME SERIES PACK FOR
Lower Primary (6-9 years)



Forestville
MONTESSORI School
Thriving beyond...

Released Wednesday 1st April 2020

A Message from Denice and Anthony:

Hello 6-9 Parents,

If you are self-isolating, how's life as you transition your children to this temporary arrangement of learning from home? It's lovely seeing the children who continue to attend school. For all the children at home, we are missing you very much. To all our parents, we are here for you. This is not home schooling. We are intentionally not being prescriptive and providing structured daily schedules about learning at home because as a family, you will be making choices that work for you.

We will probably never again live through a time such as this. We are all slowing down and reflecting on what matters in our lives. In the video series we made last year, Sue Birdsall, the Founder of Forestville Montessori School had this to say about what's important about a Montessori education:

"It's the best environment they could ever have. The way they are given knowledge, acquire knowledge, learn about the universe, the world and what's important in society and get to know what their place is and how they can contribute."

There has never been a more poignant time for us to recognise the profound impact of a Montessori education for peace and for life.

We're providing your children with some learning ideas. They will have many more ideas of their own so let them go with the flow. Whatever comes of this unfathomable epidemic, there will be much learning and we will all be wiser.

This is a moment in time it is temporary and together we will get through this.

Denice Scala
Principal

Anthony Milano
Deputy Principal
Head of Montessori Teaching & Learning

From Your Teachers:

Hello 6-9 Children and Parents,

We hope you are all doing well. We miss our students at school every day, however we are looking forward to catching up on Zoom! Here are some activities that you can do while you are at home for the next two weeks. These activities are linked to lessons you have already done in the classroom, and therefore they should be somewhat familiar.

The pack is designed to be used as a guide, with different activities the children can follow, however, please do not feel that they need to complete every single task.

Once they have worked through the activities, they can repeat the activity or complete another extension activity on another day.

We encourage children to record their learning as suggested, so they can see what work they are doing and track their time. Please remind them that they need to be doing a variety of different activities from different content areas and choosing purposeful work that is challenging.

If you need any help understanding any content, please let us know.

Xarifa, Carli and Harini
Lower-Primary (6-9 years) Staff

Mathematics

Fractions

We will work on understanding that a fraction is one whole divided into equal pieces. We will work on understanding how to manipulate fractions.

You may have started this work in class.

- Recreate the fractions material using the template in the Appendices section. You may want to use paper or another material that you find at home such as cardboard (it could be from a box you recycled).

Discuss or write a definition of a fraction.

- What is a fraction? You may want to cut fruit, follow a recipe or explore where fractions are used.

Extension 1:

Create a booklet or poster using the fractions. Label the fraction (adding the numerator and denominator).

Extension 2:

Problems with fractions: Create fractions using the template. Use them problems sent through. Start with addition and then move to subtraction and multiplication.

Extension 3:

Problems with fractions: Complete the problems with fractions sheet and convert the fractions into smaller fractions. Make your own problems if you would like to.

Mathematics

Data collection and Graphing

The children will collect data and represent that data as a pictograph and compare the information gathered.

Gathering data is a simple way to keep track of something that is observable. For example, the children have taken surveys of the favourite colours, animals or foods of other children in the classroom and other classes.

The children can explore their homes and choose five colours, then they can take note of how many objects in the room are in those colours. They would keep record using a tally.

Once they are satisfied with their survey, they can create a pictograph to represent their data. A pictograph is a graph that uses a symbol to represent the data (for example, one blue dot representing one line on the tally of the survey).

For information on how to create a pictograph, visit this link:

<https://www.youtube.com/watch?v=T9VwmBvGEOU>

Extension 1

Choose another room in the house and use the same colours to create another tally and pictograph. Compare the two results and state which room had more of which colour.

Extension 2

Choose five specific objects to survey around the house. For example, chairs, tables, spoons, glasses, plates. Create a pictograph and state which object was the most numerous in the house.

Extension 3

Choose five similar objects to survey around the house. For example, socks, shoes, trousers, shorts and shirts. Create a pictograph and state which object was the most numerous in the house. Write a few sentences about why you think that item might be more numerous than the others.

Language

Grammar and Punctuation Skills

We will be exploring the different rules we follow in the English language.

The English language uses a wide range of different punctuation marks in order for us to create written texts.

Read the story about the origins of punctuation, 'The Story of Punctuation'.

Write sentences that use a capital letter at the beginning and full stops or periods at the end.

Extension 1:

Choose a book you have in your home. It could be your favourite book or an entirely new book. Find the punctuation within the book.

Extension 2:

Choose a punctuation mark. Define what that punctuation mark is and what it does in a sentence. Write your own sentences using it appropriately.

Extension 3:

Write a song, poem or story about the function of each punctuation mark. See if you could add all of them!

The Story of Punctuation

Have you noticed those little dots or lines on your page when reading?

As readers and writers, we're intimately familiar with the dots, strokes and dashes that punctuate the written word.

The comma, colon, semicolon and their siblings are integral parts of writing, pointing out grammatical structures and helping us transform letters into spoken words or mental images. We would be lost without them (or, at the very least, extremely confused), and yet the earliest readers and writers managed without it for thousands of years. What changed their minds?

In the 3rd Century BCE, in the Hellenic Egyptian city of Alexandria, a librarian named Aristophanes had had enough. He was chief of staff at the city's famous library, home to hundreds of thousands of scrolls, which were all frustratingly time-consuming to read. For as long as anyone could remember, the Greeks had written their texts so that their letters ran together with no spaces or punctuation and without any distinction between lowercase and capitals. It was up to the reader to pick their way through this unforgiving mass of letters to discover where each word or sentence ended and the next began. It would have been very confusing! So a man named Aristophanes decided to break up words with different types of dots.

The Romans and Greeks took on Aristophanes' ideas and further developed punctuation. In the 6th Century, Christian writers began to punctuate their own works long before readers got their hands on them in order to protect their original meaning.

We are so grateful for punctuation as it makes it easier and clearer to write and read text!



Reading and writing: Choose your activity

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<p>Letter to a friend Write a letter or email to a friend. Write about what you have been doing lately. Write about what it is like to be at home and what kinds of activities you have done with your family.</p> <p>Write a few questions that you would like your friend to answer for you as well.</p>	<p>Photos Find a photo that you really like. It can be your favourite photo or a photo you just find interesting or unique.</p> <p>Write a story about the photo. It can be the story about the actual photo itself or it can be a story that uses the photo as inspiration.</p>	<p>Comic Create a comic strip about something you did recently. Draw the pictures and the thought or speech bubbles.</p> <p>If you're reading a book, you can create a comic strip of your favourite scene or chapter.</p>	<p>Scavenger Hunt Hide 5 objects around your house.</p> <p>Write five clues on how to find each object. Give your clues to someone in your house to help them find those objects.</p> <p>You can also draw a map on how to find those objects.</p>
<p>Listen to a song Listen to a song that you really like. Write about why you like that song. Write about how it makes you feel when you listen to it and why.</p> <p>You could also write a new verse to go with the song.</p>	<p>Favourite book characters Think about your favourite book character. Read a chapter from the book with your character in it. In that chapter, write about something that happened to your favourite character.</p> <p>What was your favourite character doing? How do you think your favourite character felt during that time? What advice would you give to your favourite character during this chapter?</p>	<p>Story Map Read through a book or a chapter of a book (your favourite or a new book). Think about the important places your character went the part that you read. Draw a story map of those important places.</p> <p>Where did the character start? Where did they go next? Where did they end up at the end of the story/chapter?</p>	<p>Mystery Box Imagine you have just received a mysterious box. Write a story about this box.</p> <p>Where did it come from? Who sent it? What's in it? What will you do with it?</p>

Botany and Zoology Studies

Biomes

We will work towards understanding what a biome is and explore the different biomes that exist.

The word 'biome' comes from the Greek word for life, 'bio'. 'Biome' is an ecological term that refers to a complex biological community that exists under specific climatic conditions and is characterised by distinctive plant and animal species.

Visit this website: <http://kids.nceas.ucsb.edu/biomes/index.html>

Read through the different biomes and write a short definition of what a biome is in your own words. **Choose five biomes** to write a short description. Include:

- What the biome's name is
- What makes this biome unique
- What kinds of plants and animals might live in those biomes.
Include a few specific examples (for example, endangered animals, or animals or plants that might only be found in that biome).

A world map has been included in the Appendices section at the end. You can use this map as part of the work with biomes in the extension activities or you can find your own map.

Extension 1

Using the map included, choose one biome and highlight where in the world you can find that biome.

Extension 2

Using the map included, highlight where in the world you can find the five biomes you chose before.

Extension 3

Write about how you think human beings affect different biomes around them. Write about how you think we are affected by the biomes around us.

Create your biome!!

Draw a picture, paint a picture or make a diorama. Include most of the things you researched to show your understanding.

History

Timeline of Life

We want to study and compare plants and animals from different eras.

The children have experienced the Story of the Coming of Life. It is a timeline that shows the development of life from the first single celled creatures up until the development of man at the very end.

This timeline examines the different eras of life throughout Earth's history and shows the evolution of life from the sea to the land and air. It starts with the development of the first sea life to fish and then the development of amphibians, to reptiles, to birds and mammals.

There are three eras that are explored in the Timeline of Life:

- Palaeozoic Era
- Mesozoic Era
- Cenozoic Era

These different eras have very different forms of life in the forms of flora and fauna.

For more information, visit these websites:

http://www.fossilmuseum.net/Paleobiology/Paleozoic_paleobiology.htm

<https://kids.britannica.com/students/article/Paleozoic-Era/628184>

http://www.fossilmuseum.net/Paleobiology/Mesozoic_Paleobiology.htm

<https://kids.britannica.com/students/article/Mesozoic-Era/329878>

http://www.fossilmuseum.net/Paleobiology/Cenozoic_Paleobiology.htm

<https://kids.britannica.com/students/article/Cenozoic-Era/628183>



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History

Timeline of Life

The activity for the children is to choose one era. Within this era, they need to choose a plant and animal to study. Within their study they should find the following information:

- A short description of your chosen era
- What are the important features of this era? What makes it different from the other eras?
- Name of the plant and animal you chose
- Scientific name of the plant and animal
- Main features of the plant and animal
- Do a drawing of the plant and animal
- Label its main features

Extension 1

Choose two plants and two animals from your chosen era and compare them against each other. You can include the plant and animal from the previous activity.

- What are the differences and/or similarities in their bodies?
- What are the differences and/or similarities in how they live?

Extension 2

Choose a plant and animal from your chosen era and compare it with a plant and animal from the era before or after the era you chose.

- What are the differences and/or similarities in their bodies?
- What are the differences and/or similarities in how they live?

Extension 3

Choose a plant and animal from each era and compare them to each other.

- What are the differences and/or similarities in their bodies?
- What are the differences and/or similarities in how they live?
- How do you think these differences have helped them in the changed environments?

Geography

Three States of Matter

Explore the different solids, liquids and gases in your environment. Explore and research the different properties of the three states of matter.

When the earth was created, particles joined to create solids, liquids or gases. Everything on the earth exists in at least one of these three forms.

<https://www.youtube.com/watch?v=MrTxRn9MNWM>

Extension 1:

States of Matter Scavenger hunt. Find the solids, liquids and gases in your environment. Write or draw them on a piece of paper or booklet.

Extension 2:

Compare the different states of matters and write how they are different. Try to think of as many different adjectives you can use to describe them.

Extension 3:

Choose one state of matter and research it's different properties. Follow extension activity one or extension activity two but in reference to one state of matter.

Solids: Rigid, plastic and elastic solids

Liquids: Viscous and fluid.



Mindfulness and Wellbeing

In the classroom, the children have been doing activities to help them be more comfortable with themselves as well as with others. We have a few suggestions for mindfulness and wellbeing activities.

Podcasts

Listen to the 'Grow Your Mind' podcast

https://growyourmind.life/pages/gym-podcast?mc_cid=a37c56714f&mc_eid=c7aac8f41c

Make your own glitter jar

Glitter jars are a great way to help calm yourself down or just help you unwind.

<https://www.littlefloweryoga.com/blog/4-easy-steps-to-make-a-glitter-jar/>

<https://littlebinsforlittlehands.com/glitter-bottle-calm-sensory-tool-anxiety-relief/>

<https://heartmindkids.com/how-to-make-a-glitter-jar-for-mindfulness/>

Setting up a 'Me' space

Set up your own quiet time area to do meditation, yoga, reading or mindful colouring in.

Drawing

Do a still life drawing of your favourite object or an interesting or unique object.

Yoga

Do some yoga to calm your mind and body

Meditation

Do some meditation to calm your mind and body.

https://youtu.be/Bk_qU7I-fcU



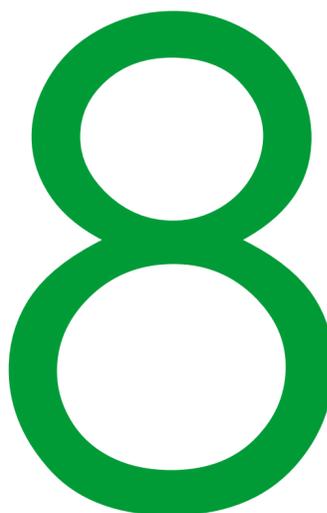
Daily Physical Activity



<p align="center">Daily Physical Activity</p> <p align="center">Aim for 60 minutes or more a day of activities you find fun Feel free to mix and match or make up your own ones and share what you have done</p>			
<p align="center">Be inspired</p> <p>Get active and try an awesome sports activity or dance routine designed by the children of FMS https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw</p>	<p align="center">Rainy day</p> <p>Blow up a balloon, scrunch up a ball of paper, grab some empty boxes and see what you come up with.</p>	<p align="center">Find Your Fun</p> <p>Go online and discover fun ways to move your body www.gonoodle.com www.youtube.com/user/CosmicKidsYoga</p>	<p align="center">Let's Dance</p> <p>Put on some music and move. Make up a game, design a routine or dance like no one is watching!</p>
<p align="center">The Classic</p> <p>Grab some fresh air and go for a walk, jog or run.</p>	<p align="center">Circuit Challenge</p> <p>Make a Circuit in your house or garden and challenge your whole family. Set up activity stations. Set a timer – try 30 seconds for each station Rotate around your stations</p>	<p align="center">Chart your daily activity</p> <p>Record how many minutes you ran, danced or exercised for. Time yourself doing challenges and try to beat your own target. Make a chart or bar graph showing your achievements.</p>	<p align="center">On Your Bike</p> <p>Find some wide-open space to ride your bike, scooter, skateboard, roller blades or Unicycle!</p>
<p align="center">Help out and Get Healthy</p> <p>Taking out the bins, vacuum the house, clean the windows or get busy in the garden.</p>	<p align="center">Mission Impossible</p> <p>Design an Obstacle course where you can't touch any of the obstacles.</p>	<p align="center">Challenge 15</p> <p>Check out the daily FMS 15 minute activity challenge https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw</p>	<p align="center">Terrific Teamwork</p> <p>Try volleyball or catch with your neighbour over the fence, arrange a virtual playdate and share a skill with a friend or teach your parents some dance moves and send a video to a family member.</p>



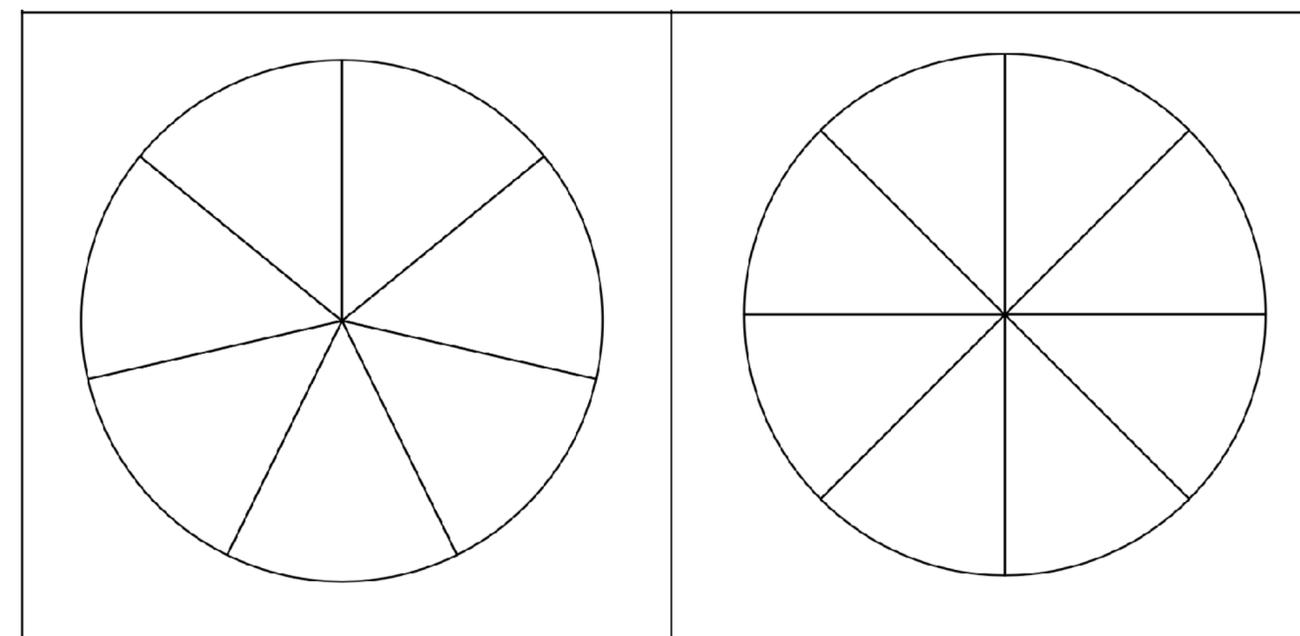
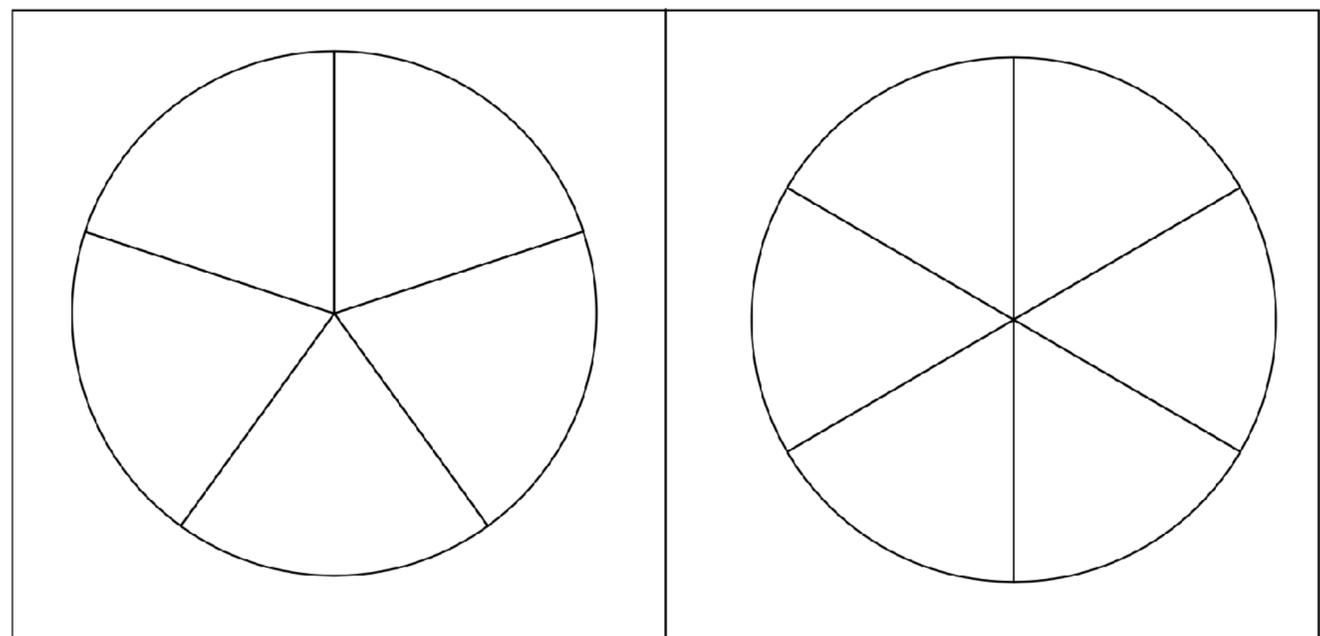
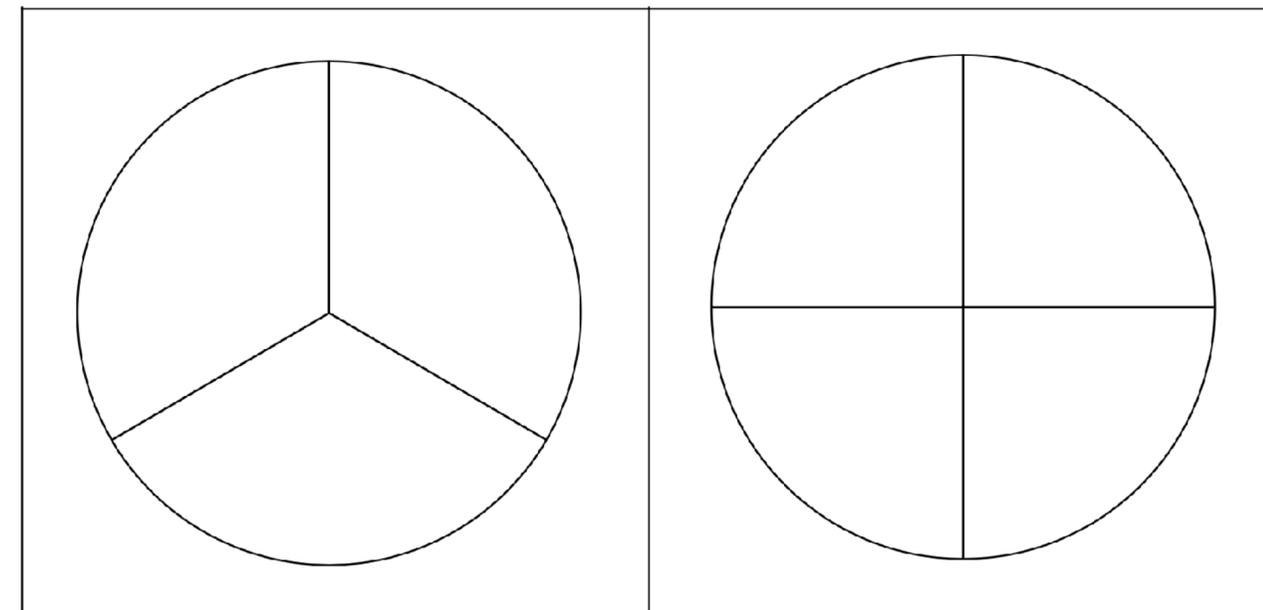
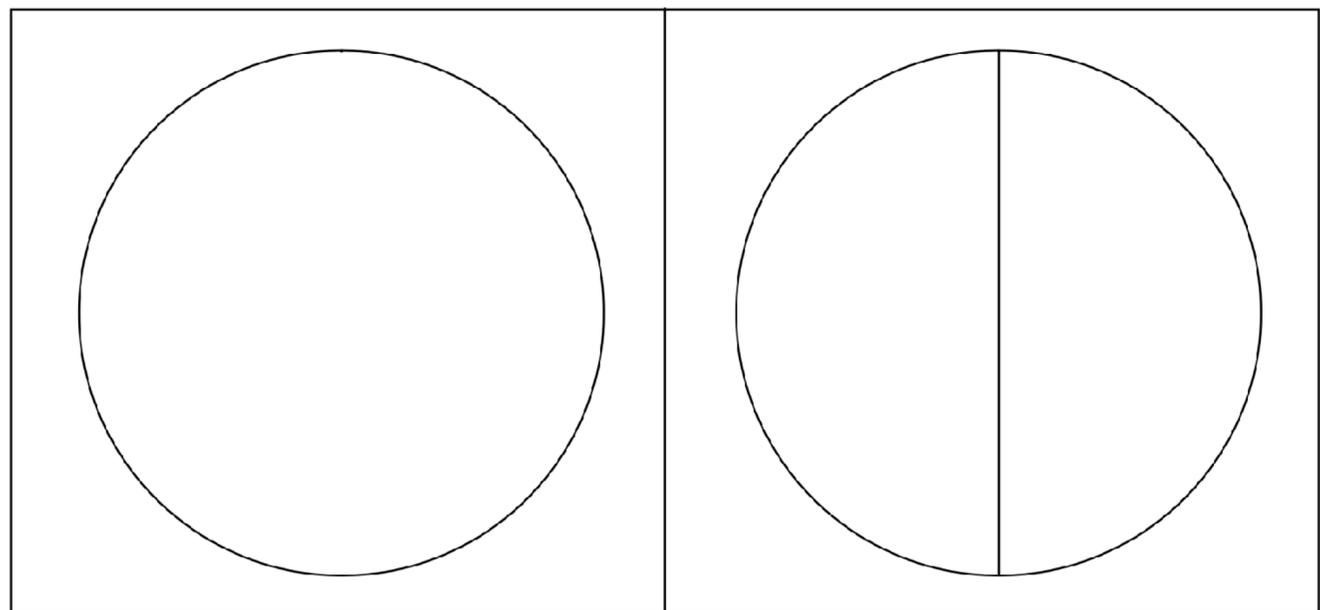
Everyday Art Challenge



<p align="center">Everyday Art Challenge</p> <p align="center">Try choosing a different activity each day from the selection or use them to inspire your own arty ideas. Where the activities reference an artist try finding an image of their work for inspiration or you could find an artist of your own choice.</p>			
<p align="center">Be inspired</p> <p>Try an art activity designed by the children of FMS https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw</p>	<p align="center">Be at one with Nature</p> <p>Go outside, discover, collect, photograph or draw.</p>	<p align="center">Visit a gallery</p> <p>Go online and take a virtual walk around a gallery. Be inspired, research an artist or find an activity to complete.</p>	<p align="center">Find Your Flow</p> <p>The artist Kandinsky believed there was a relationship between sounds colours and shapes. Put on your favourite tunes or try a playlist of music from around the world and draw whatever the music makes you feel like drawing.</p>
<p align="center">Life is a Beach</p> <p>Sydney born Artist Ken Done created many bold and colourful paintings of the city's beaches. Take a journey through your old beach photos and make a bright and beautiful picture of your favourite one.</p>	<p align="center">Awesome Animals</p> <p>Picasso had a special relationship with his dog. Make a drawing of your own pet or favourite animal by taking a line for a walk around the page.</p>	<p align="center">Cool & Crafty</p> <p>Why not take some time to chill out and practice some origami, finger knitting or sewing</p>	<p align="center">Super Sketching</p> <p>Look at illustrations from your favourite books. Make your own comic strip or flip book.</p>
<p align="center">Be Original</p> <p>Create, paint, colour, smudge, join, stick, shade, mix, blend, sculpt, rub or just draw.</p>	<p align="center">Opposite Day</p> <p>Attempt a drawing with your opposite hand or Copy from a picture that is upside down</p>	<p align="center">Save the Planet</p> <p>Artist Tony Cragg makes giant pictures out of recycled materials. Try making your own interesting sculpture out of old junk... see how many uses you can find with a collect of toilet rolls</p>	<p align="center">Virtual Playdate</p> <p>Famous artists Vincent Van Gogh and Paul Gauguin were good friends. Get on a Video call to one of your friends and draw or paint a portrait of them... you never know one day may both be famous too!</p>

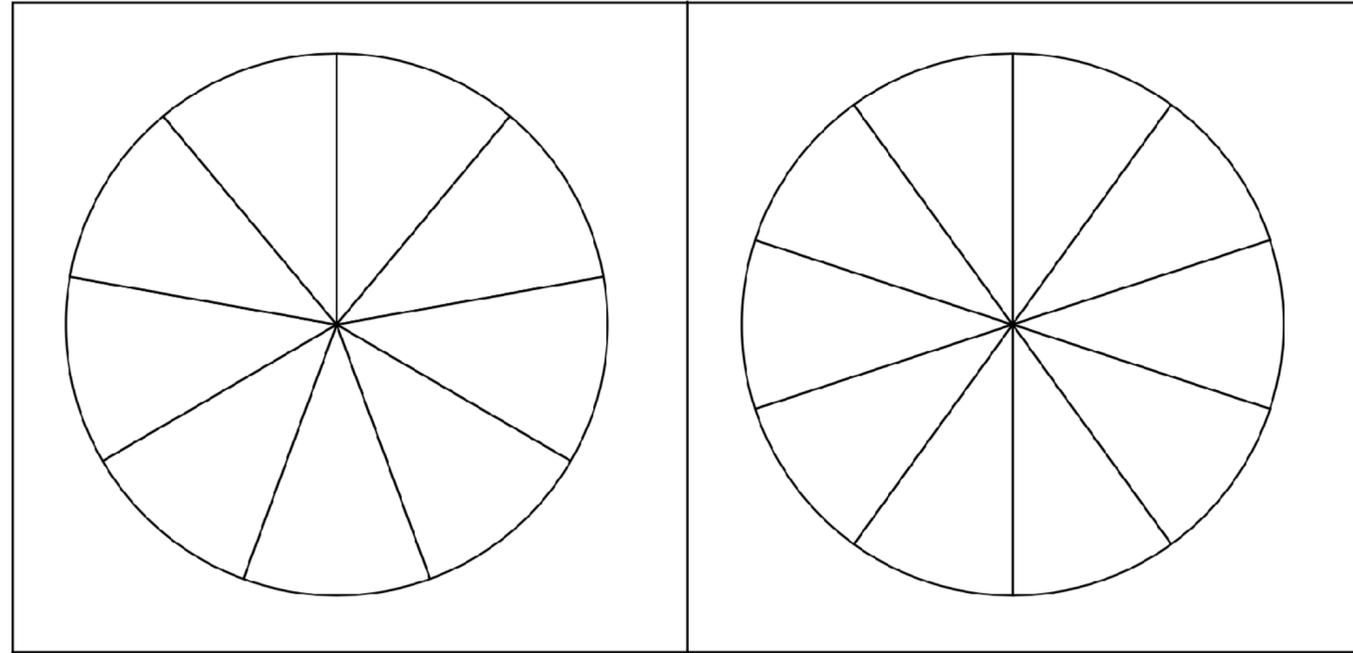
Appendices

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Appendices

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Addition

$\frac{1}{4} + \frac{2}{4} =$	$\frac{1}{3} + \frac{1}{3} =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{3}{6} + \frac{2}{6} =$	$\frac{3}{9} + \frac{4}{9} =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{5}{8} + \frac{1}{8} =$	$\frac{1}{6} + \frac{4}{6} =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{2}{5} + \frac{1}{5} =$	$\frac{1}{7} + \frac{5}{7} =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{4}{7} + \frac{2}{7} =$	$\frac{2}{10} + \frac{7}{10} =$
~ ~ ~ ~	~ ~ ~ ~

Subtraction

$\frac{3}{5} - \frac{1}{5} =$	$\frac{5}{7} - \frac{3}{7} =$
.x.x.x.x.x.x.x.	.x.x.x.x.x.x.x.
$\frac{4}{6} - \frac{2}{6} =$	$\frac{8}{10} - \frac{5}{10} =$
.x.x.x.x.x.x.x.	.x.x.x.x.x.x.x.
$\frac{2}{3} - \frac{1}{3} =$	$\frac{5}{6} - \frac{1}{6} =$
.x.x.x.x.x.x.x.	.x.x.x.x.x.x.x.
$\frac{5}{8} - \frac{3}{8} =$	$\frac{8}{9} - \frac{6}{9} =$
.x.x.x.x.x.x.x.	.x.x.x.x.x.x.x.
$\frac{2}{4} - \frac{1}{4} =$	$\frac{7}{8} - \frac{5}{8} =$
.x.x.x.x.x.x.x.	.x.x.x.x.x.x.x.

Multiplication

$\frac{6}{7} \times 1 =$	$\frac{2}{9} \times 4 =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{1}{3} \times 3 =$	$\frac{1}{8} \times 5 =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{2}{5} \times 2 =$	$\frac{4}{9} \times 2 =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{2}{9} \times 3 =$	$\frac{3}{6} \times 2 =$
~ ~ ~ ~	~ ~ ~ ~
$\frac{3}{8} \times 2 =$	$\frac{2}{7} \times 3 =$
~ ~ ~ ~	~ ~ ~ ~

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Map of the World Showing Major Countries

