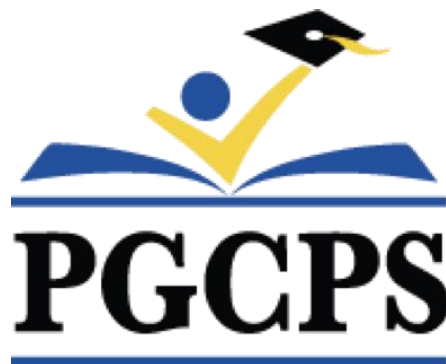


Prince George's County Public School
Division of Academics
Early Learning Department

Primary Montessori Summer Enrichment Work Plan



Summer 2020

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We would like to acknowledge the Montessori Professional Lead Teachers that compiled this work to be used as a tool for our scholars to be successful.

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A special note to Parent(s)/Guardian(s)

The Department of Early Learning and the Montessori Professional Lead Teachers have partnered together to provide your child(ren) with a Primary Montessori Summer Enrichment Work Plan. To assist parents in supporting continued growth and development of their child(ren) during the summer months, we have created a 4-week work plan for students in Primary Montessori grades, Pre-K 3, Pre-K 4, K (encompassing ages 3, 4, and 5).

The Primary Montessori Summer Enrichment Work Plan consists of activities for Practical Life, Mathematics, Sensorial, Reading and Language, and the Arts. The goal is to provide parents and students with choices of daily work, as well as, lesson extensions that will encourage collaboration, discussion, and a sense of discovery. As scholars engage with the activities, there may be some instances where they use inventive spelling (phonemic interpretation). Please allow them to write freely without a focus on perfect spelling. The concepts are designed to inspire scholars with a love for learning.

We hope that you will find this Primary Montessori Summer Enrichment Work Plan to be a useful tool for spending time with your child(ren) and enhancing summer learning. Please consider capturing the wonderful memories you will create with pictures or videos and share them with your child's classroom teacher or school principal.

Electronic packets in English can be found on the Prince George's County Public Schools (PGCPS) website at <https://www.pgcps.org/summerpackets/>. The documents linked within the Primary Montessori Summer Enrichment Work Plan can also be found in the appendix.

If you have any questions or access concerns, please contact the Departments of Curriculum and Instruction at 301-808-5956 or Early Learning at 240-724-1924. You may also email us at break.packet@pgcps.org.

Thank you for partnering with us in your child's education!

Table of Contents

Skills developed and improved through Enrichment Activities	6
Summer Bridge Enrichment Work Plan	
Week 1	7-8
Week 2	9
Week 3	10
Week 4	11
Resources Appendix	12
Smelling Jars Instruction	13-16
Example Schedule	17
Extended Comprehension Questions	18
Movable Alphabet	19-24
Word-Family Words	25
Sentence and Illustration Sheet	26
Bead Stair	27
Color Sheet	28
Affirmations	29
Gardening Instructions	30

Practical Life
Preparation and Organization
Concentration
Sorting and Distinguishing
Matching
Classification
Hand Eye Coordination
Communication
Gross and Fine Motor Skills







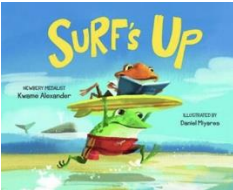

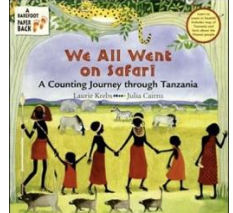

Mathematics and Sensorial
Distinguishing 2D and 3D Shapes
Classification
Counting from 1 and beyond
Quantity and Symbol Association
Comparing and Describing two or more objects
Naming shapes
Deriving addition problems

Reading and Language
Diction
Sound Distinguishing
Letter Identification
Letter Recognition
Building words and writing sentences
Reading Fluency
Describing
Comprehension

Arts
Hand Eye Coordination
Preparing the hand for a pencil
Repetition and Composition
Visual Arts Foundation

Primary (Ages 3,4,5) Summer Enrichment Work Plan







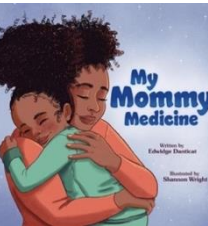
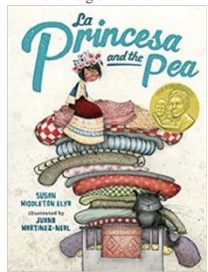
Activities may require adult assistance

	 <p>Practical Life</p>	 <p>Mathematics</p>	 <p>Reading</p>	 <p>Language</p>	 <p>Sensorial</p>	 <p>Arts</p>
<p>Week 1 Summer Fun</p>	<p><i>These are suggested activities for students to work on, they can be done in any order.</i></p> <p>Collect small objects (i.e. seashells, rocks, leaves, sticks). Order them by size, then by color.</p> <p>Slice fruit and veggies using a small paring knife or butter knife (must be completed with adult supervision).</p> <p>Gardening-Plant any seed you have at home (must be completed with adult supervision) Instructions</p> <p>Smelling jars - develop the child's sense of smell.</p>	<p>Discuss and create a schedule of activities for the day (week, month, summer, etc) with your child(ren). Example</p> <p>Draw a picture of a clock with the time beside the activity you will do.</p> <p>Extension 1: Write the digital time next to the picture(s) you've drawn.</p> <p>Extension 2: Write the time in words if possible using quarter to/from and half past.</p>	<p>Suggested Readings:</p>  <p><i>Surf's Up</i> Kwame Alexander</p>  <p><i>The Night Before Kindergarten</i> Natasha Wing</p>  <p><i>We All Went on Safari</i> Laurie Krebs</p>	<p>Preparation: Print color and cut out a movable alphabet!</p> <p>Spelling: Practice spelling word-family words.</p> <p>Writing Option 1: Draw a picture from the small objects practical life activity. Write a sentence using describing words. Allow students to sound out the word and spell according to the sounds.</p> <p>Writing Option 2: Create a garden journal from your Practical Life gardening activity. Observation prompts are included in the instructions.</p> <p>Extension: Look up information about how your seed grows.</p> <p>Sentence and illustration Sheet</p>	<p>Find objects with different textures such as <i>rough, smooth, bumpy, grainy, sticky, prickly</i></p> <p>Extension 1: Collect the objects of different textures in a container. Cover the basket with a cloth, feel the items without looking at them and guess the texture.</p> <p>Extension 2: Repeat extension 1 while blindfolded (must be completed with adult supervision).</p>	<p>Color the bead bars and create a bead stair! You can draw one, cut one out, or you can make it with materials (colored beads, cotton swabs, yarn, etc.) you have available. Click me for instructions.</p> 

		<p>Comprehension Questions:</p> <p><u>Before reading</u></p> <ul style="list-style-type: none">• Talk about parts of the book, including author and illustrator.• Preview text with a “picture walk”• Predict what the story will be about. <p><u>During reading</u></p> <ul style="list-style-type: none">• Note main characters, setting, major events. <p><u>After reading</u></p> <p>Ask:</p> <ul style="list-style-type: none">• What happened in the beginning, middle, end of this story?• Who was in this story?• What was the problem/solution? <p><u>Extended Comprehension Prompts</u></p>			
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Primary (Ages 3,4,5) Summer Enrichment Work Plan

Activities may require adult assistance

	Practical Life 	Mathematics 	Reading 	Language 	Sensorial 	Arts 
Week 2 Family Time	<p>Create a menu for a family meal.</p> <p>Prepare a grocery list.</p> <p>Help prepare a family meal, with adult supervision.</p> <p>Set the table for a meal.</p> <p>Pour a glass of water.</p> <p>Play cards and board games - child as “dealer”, moves their own pieces.</p>	<p>Using connecting items (building blocks, colored beads, magnets, etc.)</p> <p>Get a partner and find all the ways to make 10. Example: mom has 4 blue building blocks, how many red building blocks are needed to make 10.</p> <p>Extension 1: Draw pictures of the connecting material you used to discover your answer.</p> <p>Extension 2: Write the addition problem that matches the picture you drew in Extension 1.</p>	<p><i>A Piece of Home</i> Jeri Watts Illustrated by Hyewon Yum</p>  <p><i>A Piece of Home</i> Jeri Watts</p>  <p><i>My Mommy Medicine</i> Edwidge Danticat</p>  <p><i>La Princesa and the Pea</i> Susan Middleton Elya</p> <p>Repeat comprehension questions from Week 1</p>	<p>Oral Language: Write out your child’s name. Name and sound out each letter. Every day, find objects that begin with the same sound as one letter from their name.</p> <p>Ex: Tommy, T → table, towel, toes</p> <p>WRITING: Use the movable alphabet to write your name and the names of the objects you discovered today.</p>	<p>Collect objects around your house that are flat (2D) and objects that have volume (3D). Separate the objects into two columns.</p> <p>Extension 1: Name the objects.</p> <p>Extension 2: Order them by beginning sound.</p>	<p>Create a poster of the menu for your family meal. You can cut pictures out, draw pictures, use the letters from magazines, etc. Be as creative as possible!</p> <p>Create a song using the words that sound like the letters in your name that you discovered today during your oral language activity.</p>




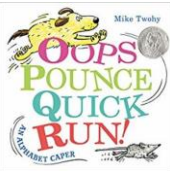
Primary (Ages 3,4,5) Summer Enrichment Work Plan

Activities may require adult assistance

	Practical Life 	Mathematics 	Reading 	Language 	Sensorial 	Arts 
<p>Week 3 I'm Growing Up</p>	<p>Sort clothes for laundry by colors.</p> <p>Put toys away in their places.</p> <p>Button and snap clothing.</p> <p>Tie your shoes.</p> <p>Fold towels and napkins.</p>	<p>As you complete practical life activities, count the amount of objects (how many buttons you snap, how many toys are put away, etc.)</p> <p>Extension 1: Assign each object a number by labeling it. Complete the practical life activity in numerical order.</p> <p>Extension 2: Complete the activity in reverse order.</p>	 <p><i>Alma and How She Got Her Name</i> Juana Martinez-Neal</p>  <p><i>It's Okay to Make Mistakes</i> Todd Parr</p>  <p><i>Marta! Big & Small</i> Jen Arena</p> <p>Repeat comprehension questions from Week 1</p>	<p>Writing - Write a list of the colors on the Color sheet. Put a tally mark next to the color of each clothing item you fold while sorting laundry.</p> <p>Extension 1: Using a Sentence-Illustration Sheet, draw one object that represents each color.</p> <p>Extension 2: Count the total number of clothing items in each color that you sorted.</p>	<p>Compare the size of a child's pants or shirts to the size of an adult's pants or shirts.</p> <p>Observe, feel and discuss the differences between clothes for winter and summer seasons.</p>	<p>Create a song or rap about colors, seasons, or differences between big and small. Can you make a dance to go with it?</p> <p>Create a dance and story to show the change of seasons.</p>

Primary (Ages 3,4,5) Summer Enrichment Work Plan

Activities may require adult assistance

	 <p>Practical Life</p>	 <p>Mathematics</p>	 <p>Reading</p>	 <p>Language</p>	 <p>Sensorial</p>	 <p>Arts</p>
<p>Week 4</p> <p>Health and Fitness</p>	<p>Play Hopscotch.</p> <p>Jump rope and count to ten.</p> <p>Walk a line (adult can make zig-zag or loopy lines with chalk or a string for the child to follow).</p> <p>Meditate, observe quiet time.</p> <p>Repeat a positive affirmation.</p>	<p>Gather your family and sit in a circle. Going clockwise, take turns counting; saying each number aloud, if the number contains 7, say "BUZZ". If you mistakenly say a number with 7 you must do an exercise (jumping jacks, pushups, sit ups, etc.) 7 times.</p> <p>Extension: Count backwards from a predetermined number.</p>	 <p><i>I Got the Rhythm</i> Connie Schofield-Morrison</p>  <p><i>I Like My Bike</i> Ag Ferrari</p>  <p><i>Oops, Pounce, Quick, Run! An Alphabet Caper</i> Mike Twohy</p> <p>Repeat comprehension questions from Week 1</p>	<p>Writing: Create a jump rope song using rhyming words at the end of each line. Write it out on sentence paper to share with your family.</p> <p>Extension 1: Try chanting it. Write the rhythm with clapping, using tah & tees and then writing using your own code to show long and short sounds.</p>	<p>Copy clapping rhythms using call and response. (Echo clap)</p>	<p>Make up your own dance by connecting a series of four different movements that demonstrate how you help at home.</p> <p>Draw a picture of your path that you make with your lines. How will you show direction?</p>

Resource Appendix

[Smelling Jars Instruction](#)

[Example Schedule](#)

[Extended Comprehension Questions](#)

[Movable Alphabet](#)

[Sentence and Illustration Sheet](#)

[Bead Stair](#)

[Color Tally Sheet](#)

[Positive Affirmations](#)

[Word Family Words](#)

[Gardening Instructions](#)

Smelling Jars, Identification - Instructions

Ages: 3 - 6

Purpose: To develop the olfactory senses. Also to expose child to common scents, so they can identify smells accurately.

Instructions:

1. Prepare jars.
 - a. Apply essential oils on cotton pad, or fragrant objects
2. Prepare answer cards ([prepared pages](#)) ([parent-selected page](#))
3. Present unlabeled jars to child, one at a time.
4. Say the name of each fragrance as each jar is presented.
5. Direct child to match scent jar to correct visual (and/or) word card.

Extension:

1. Present scent cards to child, and ask them to give you the bottle with the appropriate scent.
2. Try this with flavored jelly beans!

Smelling Jars, Matching - Instructions

Ages: 3 - 6

Purpose: To develop the olfactory senses, and to develop abilities in distinguishing fragrances among a group of smells.

Instructions:

1. Prepare 2 sets of up to 6 jars each. One set will be marked red, the other set marked blue. Do not label with names of scents.
 - a. Apply essential oils on cotton pad, or fragrant objects
 - b. Each jar should have a match. (Ex: two orange jars, two lemon jars, two mint jars, etc.)
2. Place red group of jars together, and blue jars together.
3. Select one red jar, and observe the fragrance. Can the child identify the scent?
4. Select a blue jar, smell the contents. Does this scent match the one in the red jar?
 - a. If yes, place the matching pair off to one side.
 - a. If no, put it back and try another blue jar. Keep trying until a match is found.
5. The activity is finished when the child thinks they have found the match for each red jar.
6. Adult will check to make sure the pairings are correct.



lavender



peppermint



orange



vanilla



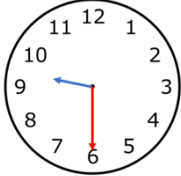

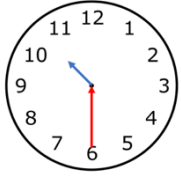
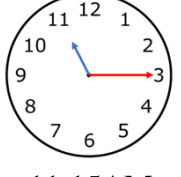

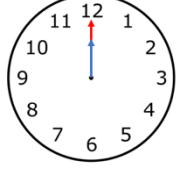
rose



cinnamon

EXAMPLE SCHEDULE

Jane Doe's Morning Schedule

 <p>9:30AM</p>	Eat Breakfast
 <p>10:00AM</p>	Wash Dishes
 <p>10:30AM</p>	Choose an enrichment activity
 <p>11:15AM</p>	Read a book
 <p>11:30AM</p>	Free Play
 <p>12:00PM</p>	Lunch

Extended Comprehension Prompts

Ask Before Reading

1. Look at cover - Based on this cover picture, what do you think this story will be about?
2. Who is the author? Who is the illustrator?
3. Review parts of the book: cover, dust jacket, spine, back, title page
4. Picture walk - Take a look at the pictures before reading any text, share your reactions to the pictures.
Set the tone of excitement, curiosity, anticipation.

Ask During Reading

1. Who are the characters?
2. Where is this story happening? Does the setting change?
3. Who is the main character?
4. What is the problem in this story?
5. How do you think the character(s) will solve the problem?

Ask After Reading

- *When a student is able to read more independently, have the student to locate where in the text specific information or ideas can be found.*
1. Can you retell this story to me, without looking back at the pictures?
 - a. Students should be able to retell main events, refer to characters by name, problem and solution.
 - i. Prompts for when they are stuck:
 1. Who was in the story? Are there any other characters?
 2. Where did that happen? When did that happen?
 3. What happened next? What happened before that?
 4. How did they solve that problem?
 2. Character questions
 - a. Who was your favorite / least favorite character, and why?
 - b. Who solved the problem?
 3. Text to self questions
 - a. Which character do you feel most in common with, and why?
 - b. Do any of the characters remind you of people you know in real life?
 - c. What does this story remind you of?
 4. Text to text questions
 - a. Does this story remind you of any other story you've read?
 - b. How is this story similar to ____? How is it different?
 5. Text to world questions
 - a. Is this setting like a real place, or an imaginary place?

Montessori Movable Alphabet

Ages: 3 - 6, 6 - 9

Purpose: for use in sound - letter (symbol) recognition, spelling practice, writing sentences

Preparation:

1. Print movable alphabet pages
2. Color vowels RED, color consonants BLUE
 - a. TIP: make two copies of the vowels, since they are used abundantly.
3. Cut out individual letters, store letters in container with separate compartments.
4. Laminate and cut to make these materials last!

Instructions:

1. Use this material whenever child is working on spelling.
2. This can be used for planning a sentence, or words prior to writing on paper.
3. Inventive spelling is acceptable, so long as it is phonetically reasonable.
 - a. Example: school could be spelled as skool, skhool, scool, apple could be appl, or apl

a a a a a a

e e e e e e

i i i i i i

o o o o o o

u u u u u u

b b b b b b

c c c c c c

d d d d d d

f f f f f f

g g g g g g

PGCPS MONTESSORI RESOURCE MATERIALS

h h h h h h

j j j j j j

k k k k k k

l l l l l l

m m m m m m

n

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PGCPS MONTESSORI RESOURCE MATERIALS

Word Families List

Directions:

1. To start, ask your student to read the word families table, one family at a time. For example, begin with asking your student to read “-ab”, if successful, they can go on to the next family until they complete the row.
2. When they reach a row that presents a challenge, this is the place to stop and begin practicing.
3. On an index card, write the word family ending. Ex: - ad
4. While seated at their work station, the child will select the letters a and d from their movable alphabet to create -ad
5. Try adding letters to the beginning of -ad, such as b-ad, and sound it out. b + ad = bad
 - a. Ask, “Is this a real word?” If yes, move “bad” over to the side. If not, try another letter from the alphabet.
 - b. All the real words will be saved to the side in a neatly organized list.
 - c. When all options have been exhausted, read the list of -ad family words.
6. The work can end here, or if the child is still interested, they can write down their list of words.

- a b		- i b	- o b	- u b
- a d	- e d	- i d	- o d	- u d
- a g		- i g		- u g
- a l / - a l l	- e l l	- i l l	- o l l	- u l l
- a m	- e m	- i m	- o m	- u m
- a n	- e n	- i n	- o n	- u n
- a p		- i p	- o p	
- a t	- e t	- i t	- o t	- u t

Additional Resources:

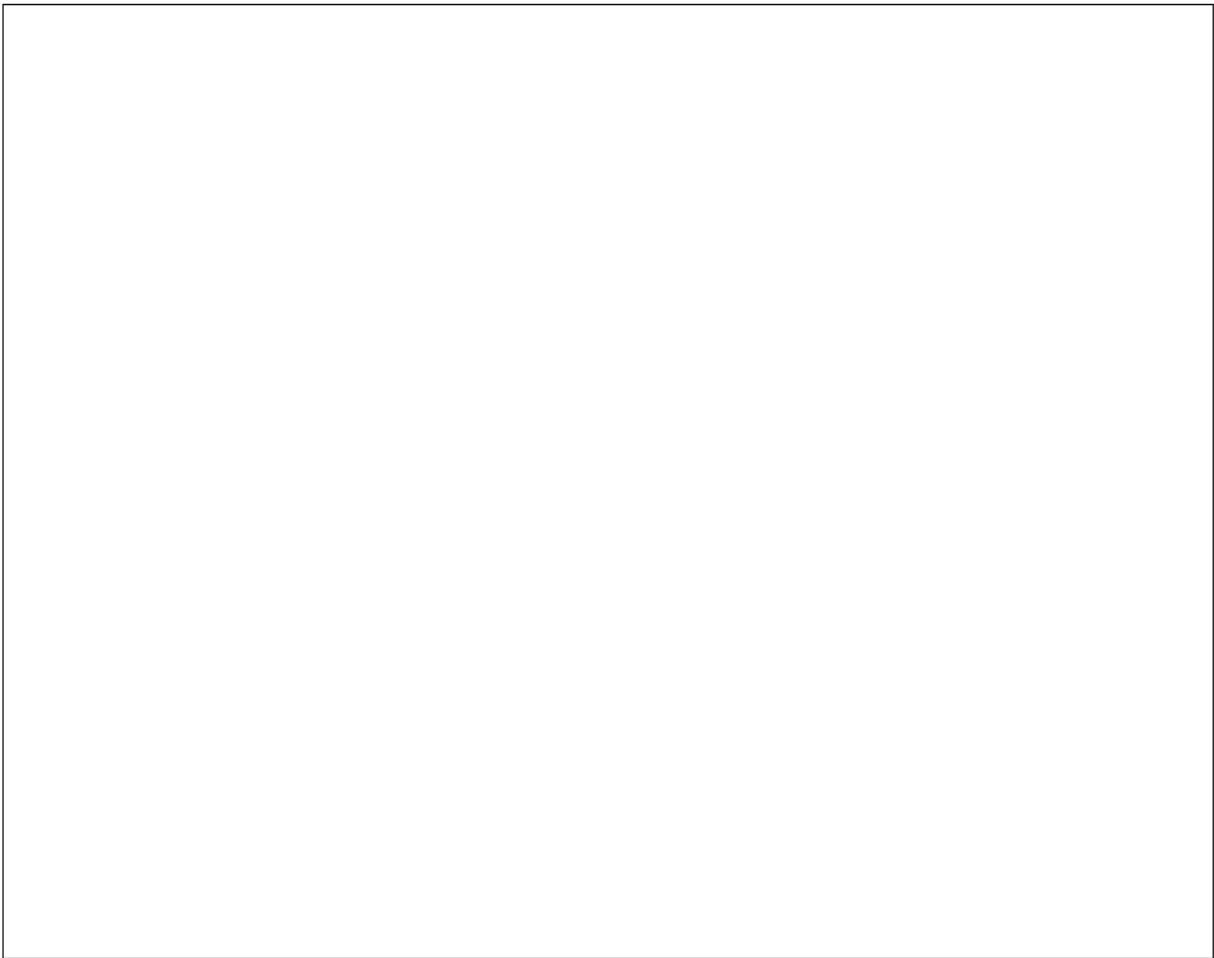
[Word families and sight words list](#)

[Dolch pre-primer \(4 year old\) sight words flash cards](#)

[Dolch primer sight words flash cards](#)

[Dolch 1st grade sight words](#)

This is a selection of word families and sight words that students are exposed to in their Montessori environment. This selection is not exhaustive, and is intended for reinforcement of previously taught skills.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for practicing sentence construction.

Bead Bars

Color the bead bars: red (1), green (2), pink (3), yellow (4), light blue (5), purple (6), white (7), brown (8), dark blue (9), gold (10).



Color

Tally Marks

IIII IIII II

28

20 Positive Affirmations for Children

I am brave.

I am smart.

I am creative.

I am strong.

I am an amazing person.

I get better every day.

I deserve to be happy.

Today is going to be a great day!

I learn and grow from my mistakes.

Today I choose to think positively.

I can do anything I set my mind to do.

It is okay not to know everything.

I will do my best for me.

Helping makes me happy.

I am proud of myself.

I have people who love and respect me.

I am a good friend.

My positive thoughts create positive feelings.

Today I am a leader.

Everyday is a fresh start.

I stand up for what I believe in.

Creating a Bean Terrarium

You will need:

- a clear water bottle
- one dry bean (lima beans work very well!)
- Water
- cotton balls or a paper towel

Instructions:

1. Cut the clear water bottle so that two-thirds is on the bottom and one-third is at the top (cutting around the neck of the bottle). Keep the lid to the bottle.
2. Dampen the paper towel or cotton balls. Place it in the container, leave enough space inside to press the beans against the container.
3. Place the bean seed between the container and the napkin or cotton balls. You should be able to see the bean up against the container.
4. Place the top portion back onto the bottle.
5. Place your terrarium in a sunny spot (window sill is optimal) and observe!

There is no need to water the bean as the terrarium will be self-watering. When the plant reaches the top of the bottle, you can move your plant into a pot or plant outside.

Observation Prompts:

Each observation should include the date and time.

- My seed(s) is _____. (What type of bean seed are you growing?)
- Draw a picture of what you observed
- Label your drawings
- Name the stages as you observe them: (bean) seed coat, embryo, root, sprout, first leaf
- Write a sentence describing what you observed each day
- Bind all your observations together and create a book