

3-6 January's Plan



WEEK 1

Note: This is just a suggested breakdown for the week. The pace varies by age and the level of your child. You can introduce these lessons throughout January.

	MATH / LANGUAGE / COSMIC	ART	PRACTICAL LIFE SENSORIAL
DAY 1	<ul style="list-style-type: none"> Objects to beginning sounds matching / spelling practice x, y, i, z Practice the formation of x and z in the literacy workbook and on the sand tray. 	<ul style="list-style-type: none"> Famous Artist: French artist "Claude Monet" 	<ul style="list-style-type: none"> Practice touch tablets matching.
DAY 2	<ul style="list-style-type: none"> Sort pictures and words that fit to the same setting. 	<ul style="list-style-type: none"> Finger paint the white snow in nature Claude Monet style. 	<ul style="list-style-type: none"> Introduce fabric matching and relate to winter clothes and best fabrics to keep warm.
DAY 3	<ul style="list-style-type: none"> Introduce the Earth's orbit and the four seasons. Create a timeline of the months of the year. 	<ul style="list-style-type: none"> Create snowflakes with beads and pipe cleaners. 	<ul style="list-style-type: none"> Introduce how to fold napkins and trousers.
DAY 4	<ul style="list-style-type: none"> Introduce addition strip board (random order). 	<ul style="list-style-type: none"> Create snowflakes with marshmallows and toothpick. 	<ul style="list-style-type: none"> Practice folding napkins and trousers.
DAY 5	<ul style="list-style-type: none"> Introduce doubling and halving. Practice writing doubling number sentences through the pack attached in January's resources. 	<ul style="list-style-type: none"> Finger paint the white snow on trees Claude Monet style 	<ul style="list-style-type: none"> Practice fabrics matching activities

3-6 Jan. Week 1 Detailed lesson Plan (Language)

BEGINNING SOUNDS MATCHING / SPELLING

"X,Y,I,Z"

- Prepare sound jars for each sound with objects that start with the beginning sound. **(Template attached in January's resources).**
 - Trace the sandpaper letters.
 - Match the objects to the beginning sounds on the sandpaper letters.
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- Prepare a sand tray and trace the letters on it.
 - Complete the activities for these sounds in the literacy workbook attached in September's resources and beginning sounds matching in December's resources.



3-6 Jan. Week 1 Detailed lesson Plan (Language)

CLASSIFICATION (THINGS THAT GO TOGETHER)

- Classification helps develop the child's cognitive skills and language. This activity includes 5 different settings and cards to match to the settings that goes with it.

Settings included in this pack:

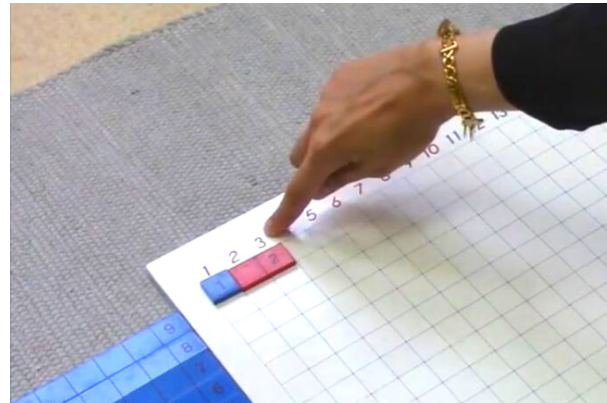
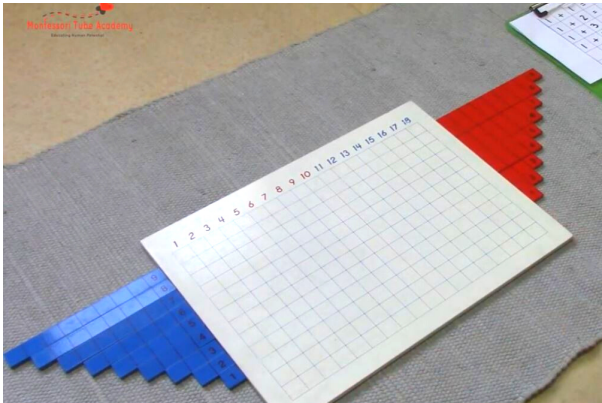
in the hospital.
in the classroom.
in the bedroom.
in the kitchen.
in the bathroom.
in the playground.

- Print and laminate all the cards and labels. Mix up all the cards and invite the child to match each picture to the right poster/setting that goes with it. If the child is still developing the skill, you may want to choose two settings only and mix cards and labels that go with these settings.
- As an extension, the child can draw on a piece of paper more objects that can fit in each setting. Older children can write sentences about each setting.



3-6 Jan. Week 1 Detailed lesson Plan (Math)

ADDITION WITH THE STRIP BOARD



Last month we covered addition with the strip board with addition tables in order. Once the child masters this concept, you can provide them with addition equations in random order.

PRESENTATION 2 (RANDOM ORDER)

- Invite the child to the lesson and explain that today you're going to work together on addition using the Strip Board. **"Today we are going to work with random addition problems."**
- **Print one of the random addition tables (digital printable available with January's resources). You will also need addition control chart 1 (available in December's resources).**

Random Addition Table

5 + 1 = _____

4 + 7 = _____

7 + 3 = _____

2 + 5 = _____

9 + 5 = _____

8 + 8 = _____

5 + 4 = _____

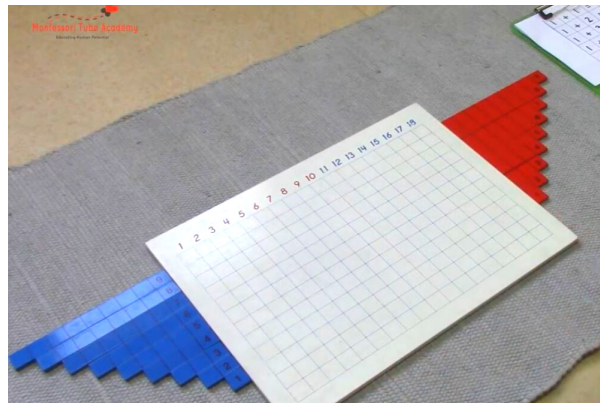
Addition Control Chart 1

1 + 1 = 2	2 + 1 = 3	3 + 1 = 4	4 + 1 = 5	5 + 1 = 6	6 + 1 = 7	7 + 1 = 8	8 + 1 = 9	9 + 1 = 10
1 + 2 = 3	2 + 2 = 4	3 + 2 = 5	4 + 2 = 6	5 + 2 = 7	6 + 2 = 8	7 + 2 = 9	8 + 2 = 10	9 + 2 = 11
1 + 3 = 4	2 + 3 = 5	3 + 3 = 6	4 + 3 = 7	5 + 3 = 8	6 + 3 = 9	7 + 3 = 10	8 + 3 = 11	9 + 3 = 12
1 + 4 = 5	2 + 4 = 6	3 + 4 = 7	4 + 4 = 8	5 + 4 = 9	6 + 4 = 10	7 + 4 = 11	8 + 4 = 12	9 + 4 = 13
1 + 5 = 6	2 + 5 = 7	3 + 5 = 8	4 + 5 = 9	5 + 5 = 10	6 + 5 = 11	7 + 5 = 12	8 + 5 = 13	9 + 5 = 14
1 + 6 = 7	2 + 6 = 8	3 + 6 = 9	4 + 6 = 10	5 + 6 = 11	6 + 6 = 12	7 + 6 = 13	8 + 6 = 14	9 + 6 = 15
1 + 7 = 8	2 + 7 = 9	3 + 7 = 10	4 + 7 = 11	5 + 7 = 12	6 + 7 = 13	7 + 7 = 14	8 + 7 = 15	9 + 7 = 16
1 + 8 = 9	2 + 8 = 10	3 + 8 = 11	4 + 8 = 12	5 + 8 = 13	6 + 8 = 14	7 + 8 = 15	8 + 8 = 16	9 + 8 = 17
1 + 9 = 10	2 + 9 = 11	3 + 9 = 12	4 + 9 = 13	5 + 9 = 14	6 + 9 = 15	7 + 9 = 16	8 + 9 = 17	9 + 9 = 18

- Build the stairs of the red and blue strips on the sides of the board. Invite the child to read the first number sentence (5 + 1 =).
- Take the blue strip that shows 5 and place it on the board. Then, place the red strip that shows 1. So, 5 plus 1 equals six. Invite the child to record the answer and check their work from the control chart (table 5).

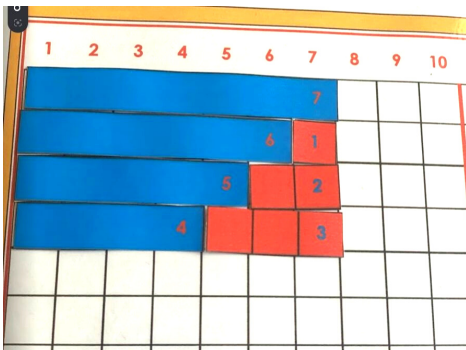
3-6 Jan. Week 1 Detailed lesson Plan (Math)

ADDITION WITH THE STRIP BOARD



PRESENTATION 3 (DIFFERENT ADDENDS TO GIVE THE SAME SUM)

- Invite the child to the lesson and explain that today you're going to work together on addition using the Strip Board. **"Today we are going to explore the different ways to make a number."** **Note:** you will need addition control chart 2 and what makes 7 addition table.
- Place the blue strip that shows 7 on the strip board. Ask "How many more do I need to add to make 7?" **We need zero/nothing. We already have 7.**
- Place the blue strip of 6 and ask **"How many more do we need to make 7?"** **"We need one more"**. Add the red strip of 1 next to the 6 and point at the answer 7.



Addition Facts Table	
What makes 7?	
<u>6</u> + <u>1</u>	= 7
<u>5</u> + <u>2</u>	= 7
<u>4</u> + <u>3</u>	= 7

Addition Control Chart 2									
1 + 1 = 2									
1 + 2 = 3									
1 + 3 = 4	2 + 2 = 4								
1 + 4 = 5	2 + 3 = 5								
1 + 5 = 6	2 + 4 = 6	3 + 3 = 6							
1 + 6 = 7	2 + 5 = 7	3 + 4 = 7							
1 + 7 = 8	2 + 6 = 8	3 + 5 = 8	4 + 4 = 8						
1 + 8 = 9	2 + 7 = 9	3 + 6 = 9	4 + 5 = 9						
1 + 9 = 10	2 + 8 = 10	3 + 7 = 10	4 + 6 = 10	5 + 5 = 10					
	2 + 9 = 11	3 + 8 = 11	4 + 7 = 11	5 + 6 = 11					

- Repeat the same steps until you have found all the combination of numbers that will make 7.
- Once done the child can then check the answers in control chart 2.
- The addition control charts help in the memorization of addition fact tables.

[illegible]

3-6 Jan. Week 1 Detailed lesson Plan (Math)

DOUBLING AND HALVING WITH THE BEAD BARS



- This week we will introduce doubling using the bead bars. Laying a solid foundation for doubling develops the mathematical mind for estimating and problem solving in advanced Math work. If a child can easily tell that $6 + 6$ is 12. Then, $6 + 7$ becomes easier to solve abstractly.




PRESENTATION

- Invite the child to the lesson. Explain that you will work on doubling using the bead bars. Show the definition of doubling in the poster. **Note:** You may want to lay out all the doubles up to 10 as in the picture, then invite the child to observe the pattern and figure out the concept themselves. If the child is ready for such challenge, it creates more interest in the lesson and invitation rather than just delivering the presentation.
- Start with the bead of 1 and add another 1. **"One doubled makes 2. Doubling means that we add the same number to itself."**

Doubling

Doubling is when you have 2 of the same amount. To get a double of a number, we add it to itself.
For example: Double 3 is 6 and this is how we write the number sentence:

$$3 + 3 = 6$$

 +  = 

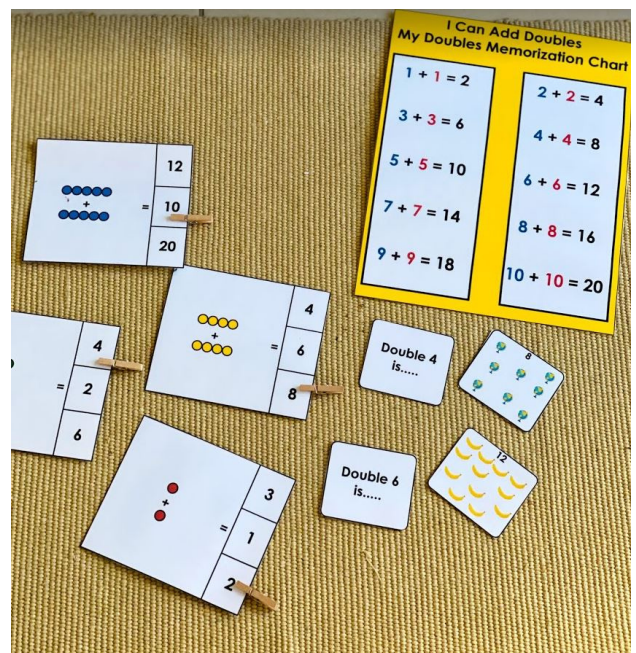
3-6 Jan. Week 1 Detailed lesson Plan (Math)

DOUBLING AND HALVING WITH THE BEAD BARS



PRESENTATION

- Continue to introduce more doubles as long as the child is able to grasp the concept. For older children introduce the concept of halving as well. For follow up activities, the children can work on the below activities available in the doubling and halving pack (attached in January's resources).



3-6 Jan. Week 1 Detailed lesson Plan (Earth Science)

EARTH'S ORBIT (THE MONTHS OF THE YEAR)

- This week we will discuss with children the simple concept of how the Earth orbits the sun. It takes the Earth 365 days to complete one orbit. Invite one of the children to hold the earth and go around the sun (represented in the candle). An orbit is one complete circle around the sun.
- It is now a new year (2021). This means that the Earth has completed the 365 days of (2020).
- Explain that the year is divided into 12 months and name them all (January, February, March, April, May, June, July, August, September, October, November, December).
- Discuss birthdays and you may want to add pictures of children in your class next to each month (according to their birthdays). If you are a parent you may want to add pictures of family members next to each month according to their birthdays. (Note: a color coded printable with the months of the year is available in January's resources).
- This is a DIY felt mat that you can use for the months of the year, the four seasons, and celebration of birthdays.



3-6 Jan. Week 1 Detailed lesson Plan (Practical Life)

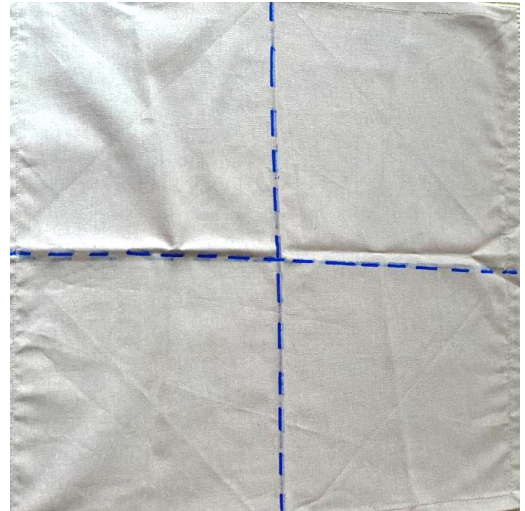
FOLDING NAPKINS

Folding clothes is a daily essential practical life skill. We initially introduce folding napkins before folding clothes which is also related to real life table setting. You will need:

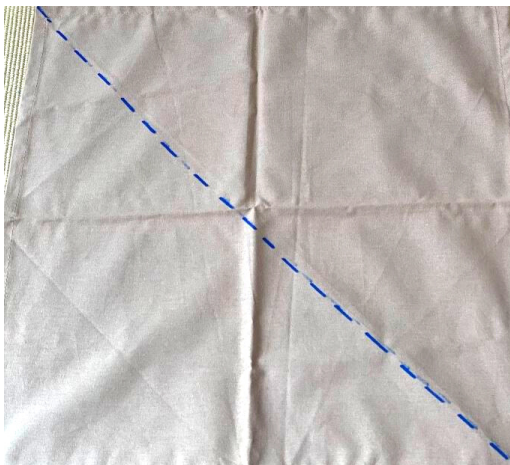
- 4 plain napkins or cloths.
- a basket or tray
- dotted lines on each cloth as below or ideally you may want to sew them.



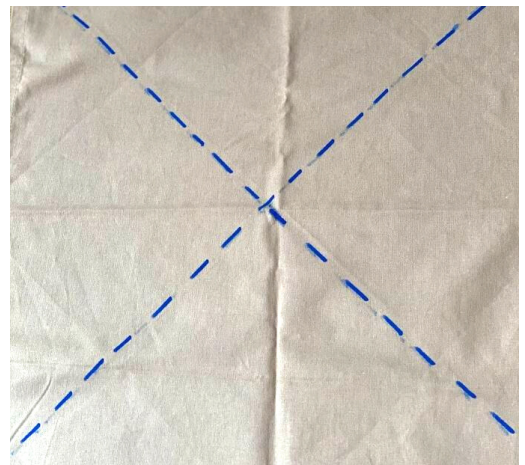
Single Middle Line



Double Middle Lines



Single Diagonal Line

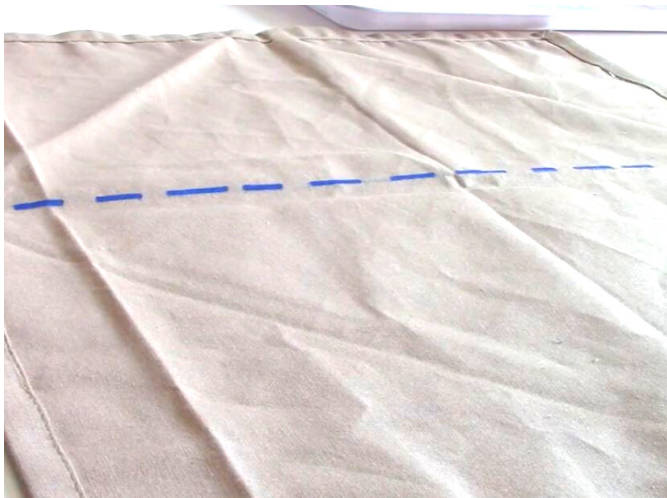


Double Diagonal Lines

3-6 Jan. Week 1 Detailed lesson Plan (Practical Life)

PRESENTATION

- Invite the children to the lesson, show them the activity tray on the shelf and take it to the table. Explain that you will be folding some napkins together.
- Start with the **single middle line napkin**. Lay the napkin on the table and ensure that the sewn line is parallel to lower edge of the table.
- Show the child the sewn dotted line by tracing your finger across it.
- Hold the napkin from the two lower corners/upper corners whichever is easier for the child and fold it to match the other two corners.



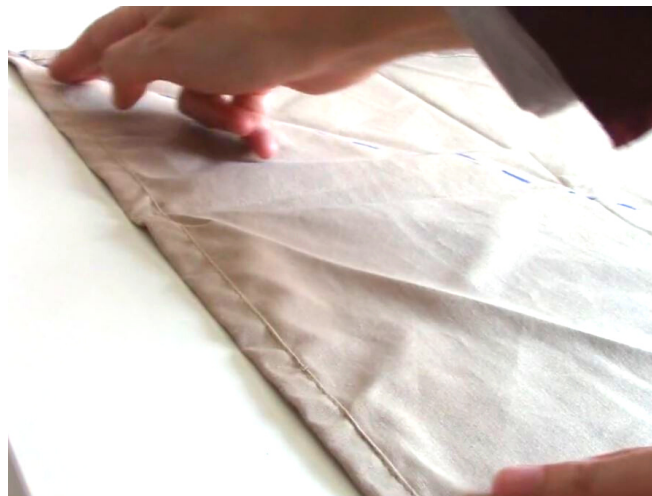
- Unfold the napkin and give the child a turn.
- Introduce the **double middle lines** folding.
- Repeat the same steps, then turn the napkin so that the other line is now in a horizontal position and parallel to the lower edge of the table.
- Fold the napkin and now you will almost have a square.

3-6 Jan. Week 1 Detailed lesson Plan (Practical Life)

PRESENTATION



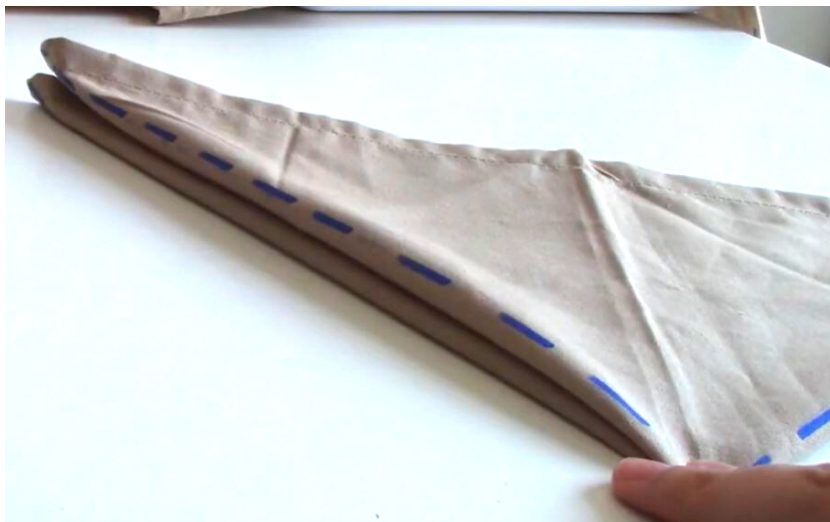
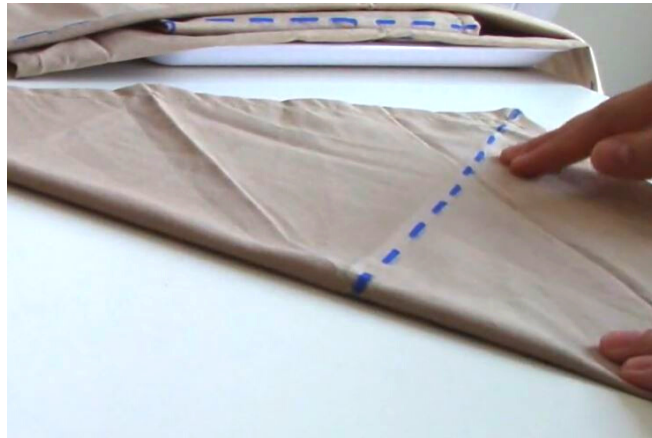
- Unfold the napkin and give the child a turn.
- Introduce the **single diagonal line napkin**. This time we will fold it by holding the bottom left corner and fold it on the top right corner. Then, unfold it and give the child a turn.



3-6 Jan. Week 1 Detailed lesson Plan (Practical Life)

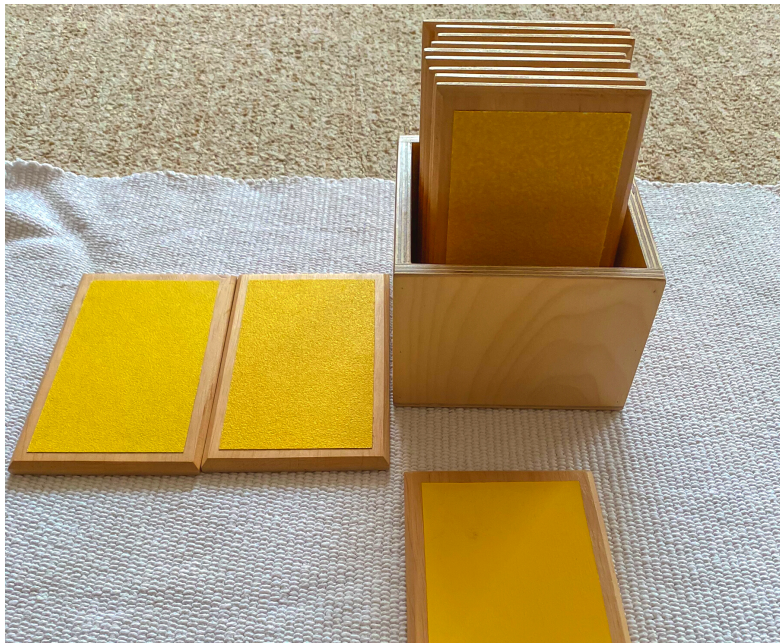
PRESENTATION

- Introduce the **double diagonal lines napkin**. Repeat the same steps and then, fold the other corner (bottom right) on the top left corner. **Note:** A detailed video for this presentation is available in the practical life course included with your MTA membership.



3-6 Jan Week 1 Detailed lesson Plan (Sensorial)

TOUCH TABLETS (REVIEW)



The Montessori Touch Tablets are presented once the three touch boards are mastered. They come in a box containing five pairs of tablets of varying grades of sandpaper, there are two tablets of each grade. You may want to place color coded dots on the back of the tablets to identify two sets and the child can then check the work independently. This is a matching activity that can be done while the child is blindfolded, if they are comfortable with it.

PRESENTATION 4 (TOUCH TABLETS) REVIEW

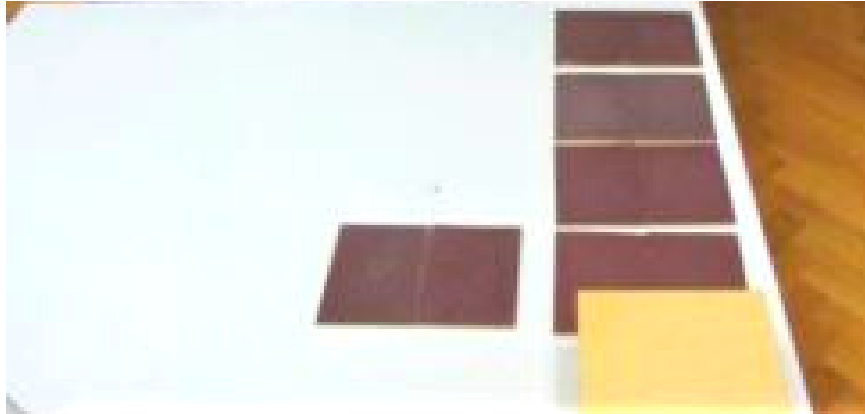
- Invite the child to the lesson and explain that today you're going to work together with the touch tablets. Have the child place their hand in a bowl with warm water to stimulate their fingertips.
- Take out all the tablets and place them on the table in one row.



- Pull down one tablet and feel it with the dominant hand. Invite the child to feel the other tablets until they find the matching one. Once done, place each matching tablets of the left side of the rug to be isolated from the rest of the tablets.

3-6 Jan. Week 1 Detailed lesson Plan (Sensorial)

PRESENTATION 4 (TOUCH TABLETS) REVIEW



- As a follow up for the touch boards presentations, invite children in their daily activities to spot the rough and smooth objects/surfaces. Try to initiate a discussion on why this surface is rough or smooth. They can later relate this to forces, motion, and friction in Science. There are many opportunities to develop the scientific mind of the child through these discussions.
- Invite the child to sort the objects they find on the rough and smooth board 1.



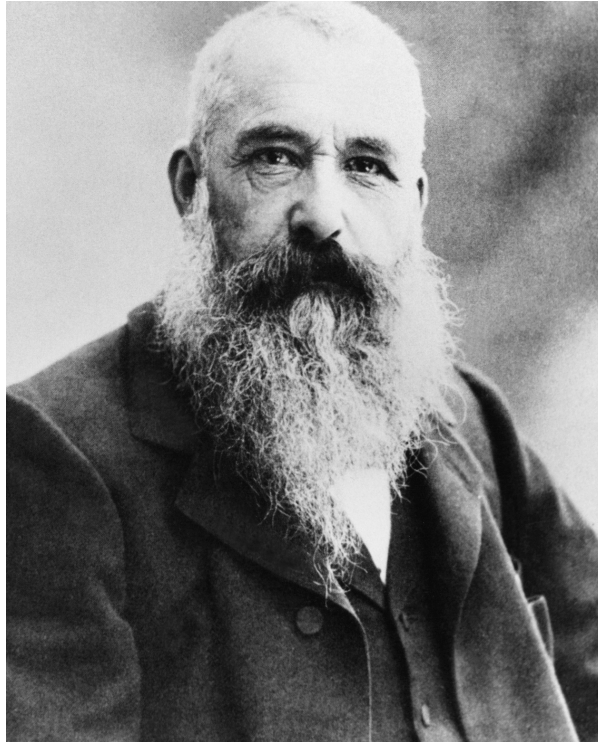
3-6 Jan. Week 1 Detailed lesson Plan (Art)



FAMOUS ARTIST (CLAUDE MONET 1840–1926)

Claude Monet was a famous French painter known for his significant contribution to the "Impressionist art movement". Before becoming a painter, Monet was a popular caricaturist. He was inspired by Japanese art and nature.

"The richness I achieve comes from Nature, the source of my inspiration."
-Claude Monet



Today you are Claude Monet!

- Use white dot stickers to show the winter snow on the trees.
- Finger paint the white snow in nature Claude Monet style.
- Use ear swabs to dot paint the white snow on trees Claude Monet style.



3-6 Jan. Week 1 Detailed lesson Plan (Art)

WINTER ACTIVITIES (SNOWFLAKES)

You will need:

- Pipe cleaners
- Colored beads
- Toothpick
- Marshmallows

