

Montessori Pathways' News

April, 2012

Notes from Ms. Alena



Little Friend

Made by MPS kids at the Story Reading Family Night

We started the month with the **Parent Evening** on the topic of **“Grace and Courtesy Lessons and Line Time in a Montessori Classroom.”** Essentially, the best way to teach our kids grace and courtesy is by setting a proper example—saying please and thank you, apologizing, accepting gifts, making conversation with friends and neighbors, etc—since, for the most part, children look up to the adults in their lives and model their behavior as such.

When I returned to school after staying home sick for two days, I found a giant “Get Well” card that the children had made. THANKS A LOT, MY LITTLE FRIENDS! It helped much better than any medicine. That is the part of grace and courtesy we strive to teach our kids!



It is exciting to see that more and more children are offering their help to their peers or younger children. Ever time when “I need help” is heard on one side of the classroom, it is reciprocated with “oh, I can help you!” on the other side.



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The Story Reading family night proved to be very popular as a lot of families joined us with their children. We had a great time listening to funny stories, making cute bunnies, and enjoying milk with cookies. It was very exciting and unexpected for the children to come to school in a laid back fashion (in their pjs!) and at night time! Next time, all parents are welcome to come in their pajamas as well!



Unfortunately, the weather prevented us from proceeding with our **Spruce It Up** this week. We are very thankful for everyone who had intended to help us that day. **We will be combining this event with our upcoming Planting Day**, which will be another chance for everyone who had wanted to join us, but couldn't, to help beautify our school!

However, it would be best to spread the mulch around as soon as possible. We will be tackling this task with the children in small steps, but if any of the parents can volunteer an hour or so to come in and help with the mulch with a small group of kids, that would be extremely helpful as well! Gardening moms and dads are also welcome to come by at any time during the school day to weed with the kids!



This Thursday we held our **“Working with Montessori Materials”** parent evening. Though this is an event that happened in May, I cannot resist covering it in this newsletter! I had mentioned above that our students have matured tremendously, but this was even more evident this evening.

The kids were extremely excited to show their materials to the parents and used phrases that their teachers utilize to help their parents assimilate into the class: *“walk around the rug, return the materials one at a time, let me show you something, watch me, etc.”* While observing the children's presentation of materials to their parents, I noticed that some presentations were professionally done! This is important to note as it shows that the children have mastered said material.

We ended the evening with line time, which united the families together for balancing, rhythm, silence time, songs, and more, making the evening filled with a very friendly and family-like atmosphere. The children visibly enjoyed sharing their classroom with their parents and this is definitely something we will continue doing! Thank you to everyone who attended!



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We are very excited to announce that **one of our parents is donating a bird to our school!** The bird was born April 15 at ***Birds & Beasts Pet Shop*** and is still relatively young, so he will be making his appearance in our school in about 6 weeks. In the meantime, however, ***the pet store suggests that parents and children visit the bird at the store! This will help the bird get used to the children and become domesticated faster.*** Just let the workers at the store know that you are visiting the Montessori Pathways bird--everyone is encouraged to visit often! This is a wonderful gift, thank you very much!

The Birds & Beasts Pet Shop is located at 35 Berkshire Dr # 18 Crystal Lake, IL 60014 (815) 477-7387

Coming School Events

We would like to remind you that registration for the next school year is underway and if you register with the 10% tuition deposit by May 15th, you will lock-in this year's prices.

We invite you to our ***Mother's Day Celebration*** on ***Thursday, May 10th*** at 9:30 a.m. in the North Room (Ms. Jocelyn and Ms. Christine) and 10:30 a.m. in the South Room (Ms. Karen and Ms. Ambreen).

Join us for ***"Spruce It Up! And Planting Day"*** on ***Saturday, May 19th at 10:00 am -1:00 pm*** to help make our school beautiful after the winter.

We will draw a close to our school year with an ***End of the Year Celebration*** and ***Kindergarten Graduation Ceremony*** on ***Thursday, May 24th at 5:45 p.m. at the First Congregational Church***, where we invite all of our Montessori Pathways School families!

Warmly,

Ms. Alena

Working with Montessori materials:

Language: Beginning and Ending Sounds

A child who is learning the letter sounds using the ***sandpaper letters*** when they are 3 or 4 years old, often is not yet ready to begin building simple 3-letter words with the moveable alphabet.



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We can continue to challenge and move them along with a *pre-word building activity* that focuses on a word's *beginning sound* only. The child is introduced to the moveable alphabet material one letter at a time by using picture cards or objects which the child will manipulate and match the correct beginning sound. As a child continues working on learning more letter sounds and beginning sounds the foundation is being formed for a child to focus attention on hearing each sound within a spoken word.



After a child can independently work with beginning sounds, *ending sounds* are introduced. The focus is then placed only on the ending sound of the picture card or object. Most children at this point will want to also include the beginning sound as they are now confident with this skill, which we encourage so long as they are able to hear and select both beginning and ending sound. After working with ending sounds a child is then ready to begin 3-letter word building; beginning sound, medial sound and ending sound. The skill of blending these three sounds to form one word takes a lot of practice and is the foundation for beginning to read.

Ms. Jocelyn

Word building Activity

Frequently we say that your child has done “word building”. But what does that activity encompass? Think spelling.

For a child to actually become proficient at word building, there are several skills they need to develop.

- First of all, the child needs to hear the individual word in a phrase or a sentence.
- Then they must be able to hear the individual sounds within the word.
- Finally, they need to be able to represent that sound with a letter of the alphabet.

Of course, if we were speaking and writing a phonetic language like Spanish, it would be so much easier for them. In English, there are many variations, i.e. sounds that can be represented in more than one way and many sounds that are a combination of several letters.

In the beginning, we start with the simplest consonant – vowel - consonant pattern (*cat, bus, sun, and so on*). For awhile, when the child begins the process, it is important for him to simply; represent his idea phonetically without correction to make it “right”.



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Think for a moment about all the complications we have in our language. Without a lot of experience, for example, it would be difficult to know if we should use the letter “c” or “k.” in a word (*kat or cat*). Should we use “ea” or “ee” to represent the long e sound? There are so many examples of this kind of duplicate representation that the child will eventually need to become aware of and learn over time.

- The easiest sound for your child to hear is
- The initial sound of the word: *cat*.
- Then the final sound.
- Last in the order of difficulty are the sounds in the middle of the word.
- Multiple middle sounds are hardest. Frequently the child will represent only one of two or three of the medial sounds.



The moveable alphabet we begin within word building is a huge advantage in this process. Pre-made, cut out letters free the child from having to also think about HOW to form a letter while, at the same time, they are trying to think about which letter represents a sound. In this way, they can focus on one challenge at a time: how do I represent the sound I hear. With the child able to simply pick up the letter he needs, he can focus on the phonetic task.

By using the moveable alphabet, we can say that writing precedes reading. It is a huge accomplishment. The child is thrilled that someone can read what he writes. He can actually begin communicating his thoughts through our written language.

Games that precede word building:

1. “I Spy” with my little eye something that begins with “S”. The teacher looks at something in the environment while the child guesses: *scissors*.
2. Play with rhyming words. Often the children begin word building by composing a “family of words”: *cat, hat, sat, rat, bat* and so on.
3. How many words can we think of that begin with (select a sound). For example, *cat, can, cap, come, catch*, and so on.

NOTE:

It is critical that we teach the phonetic sound of a letter and not the name of the letter. Knowing the sounds is the tool we need to unlock words when it comes to writing and reading.

The “name” of the letter may actually get in the way of the process.

Ms. Karen

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Notes from the North Classroom:

Ms. Jocelyn and Ms. Christine

Spring is finally here and that is very evident in our morning classroom! With such an early blooming season we were so lucky to have so many children come to school this month with flowers in hand. The enthusiasm in their voice when they would tell us where in their yards they cut the flowering branches or buds is exciting to hear. They then lovingly would take the time to turn their one bouquet into several small beautiful **flower arrangements** for our environment. Thank you to all the families who have helped their children look for these signs of spring at home!



Early in April, the children had the opportunity to create a really fun **sand art project**, courtesy of *Christopher's Mom, Ms. Jackie*. She provided the children with a variety of colored sands, small funnels and clear bottles. The children were then able to practice challenging fine motor skills in order to carefully pour each colored sand slowly in order to create a layered effect in their bottle. The children loved this project.

Thank you to the Blohm family for donating all of the materials for this great project and for coming in to demonstrate (and sweep sand afterward)!

We had several new science works out this month. The children had the opportunity to try our simple **magnetic experiment** where they manipulated materials in order to test and categorize which items were magnetic or non-magnetic.

The Botany Cabinet was also brought out. The children were able to choose a drawer in the cabinet in order to match, trace and create *a variety of different leaf shapes*. It is especially meaningful to explore the Botany Cabinet in the spring as the children's focus is already on the blooming leaves and plants outdoors and natural connections begin to form.



In the math area, this month we added to our **fraction circles** 6-10 into the classroom. Not only are the Kindergartners using the fraction circles to practice ways to make $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{5}$ our 3, 4, and 5 year olds are exploring fraction circles also. They are manipulating the wedge pieces to explore how the pieces all fit together (or not!).



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During our group time this month, we have been continuing to explore the **concepts of grace and courtesy**. Since every child shows awareness for the ideas of fairness, kindness and respect for self and others at a different time, we revisit these topics as a group several times throughout the year. We read the book series *Mouse Says Sorry*, *Hippo Says Excuse Me* and *Penguin Says Please* by Michael Dahl and *Cookies: Bite Size Lessons* by Amy Krauss Rosenthal. We also played the “Please, please, please pass the peas” game during line time.

For our small group tasting activities this month, the children were invited to **explore pineapple, raw cauliflower and raw broccoli**. While many of the children were already familiar with the taste of these foods, they were not familiar with the food in its whole state. Using all of our senses we explored the whole fruit and vegetable, not just the edible parts. Some interesting comments and questions arose during these activities including “*Why do we have to wash fruits and vegetables before we eat them? Where do pineapples grow? How do you know if a pineapple is ripe? Broccoli had a long stem, but cauliflower has almost no stem at all.*” This interest in exploring whole fruits and vegetables is the foundation for healthy eating habits.



Though we are winding down the school year, your children are showing wonderful leadership skills and stepping up to classroom responsibilities here. Our kindergartners roll up their sleeves and pitch in to get lunch preparations ready and are great role models for the upcoming kindergarten class for next year.

Setting lunch tables, helping with food preparations, cleaning up the classroom is pretty much second nature and it's amazing to see your children just take charge of the jobs that need to be done without any prompting or prodding from an adult. We have a small group of pre-kindergartners that are instrumental in preparing the classroom after lunch for the next, afternoon class. Some of their work includes: *sweeping the floor, wiping the tables, organizing the shelves and making sure everything is in its place, bringing dishes, laundry and garbage to their proper places, rolling up rugs among a few other duties*. These tasks foster a sense of community and teamwork and it is so sweet to hear a child ask another if they would like help with their "job" because we will ultimately get outside faster if we pitch in together! Require their responsibilities at home - they really feel a sense of accomplishment and are so very capable of contribution to your family.

Thanks, once again, for items to the Sharing Basket. We have enjoyed *making individual English muffin mini pizzas, pudding, berries and veggies, popcorn* and many other special treats that the children love to help prepare for snack.

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We have introduced **marble rolling** with paint as well as some new stenciling with dinosaur, garden and wild flowers in the art area of the classroom. These activities are set up and presented to the children so that they may participate on their own if so chosen. **Watercolors and mixing different colors of clay** to create another hue or shade are also available if they so desire. Ask your child if they have a plan of what activity they are going to choose each day so that when they enter the classroom, they know what they're looking forward to doing.

Finally, we are all busy getting ready for our Mother's Day morning on May 10. The children are practicing their songs, planning a fun activity and prepping a

delicious snack to serve.

We are so thankful to Treyson's Mom, Ms. Tammy for planning a very special gift for the children to create that will be presented to each Mom at the celebration. Thank you to the Mair family for donating all of the materials and assisting the children.

We look forward to seeing everyone on this special day - the class is so excited to celebrate their love for their moms!



Ms .Jocelyn, Ms Christine

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Notes from the South Classroom

Ms. Karen, Ms. Ambreen, and Ms. Alena



Thank you: Our Own Mr. Wizard

A special “thank you” to Logan’s dad who came in and did a beautiful spring-time presentation on weather, It was complete with assorted related activities. The kids love it when a parent comes in with a special project they have designed.

Happy and Sad:

Yes, we have been so happy to meet Alexandra and Julie. They arrived at Montessori Pathways speaking very little English. It has been a pleasure watching them grow in so many ways. They now understand English quite well and recently have really begun to spontaneously speak the language. Such fun watching them grow ----**happy!**

This week we had to bid a fond farewell to them. The family is returning to Poland and in fact left on the plane Tuesday evening. We were able to have a little good-by party. They sent in a special snack that they had prepared. We told the children the story of the family going to live “on the other side of the ocean” and we sang goodbye to them ---**sad.**

They made many good friends and will be missed. In the day of Email, we hope to stay in touch with them.



Never too late to learn:

What a great surprise when Ms. Ambreen brought in her guitar Tuesday to accompany our singing. She has just begun taking guitar lessons. Way to go!

Excitement in the Air:

There is always a busy hum to the morning class with an assortment of activities going on. This week however, that has really increased as the children are happily making a gift for their mother to be presented next Thursday during Mother’s Morning. Shhhhhh. It’s a surprise.

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“Off the Shelf”: How we “go to the Bank” ----- an everyday work from the shelf

So how is the game played? Two (or more) children are given numerals representing a 4 place value number. Then the children go to the “bank”: a rug with a basket of ones, basket of tens, a basket of hundreds, and a basket of thousands.



We have written in previous newsletters this year about the decimal system, the teen boards, the ten boards, exchanging and addition. All these mathematical ideas are together in one activity that we call “**The Bank Game**”. It is a group activity played by children who have had the above mentioned lessons. The ideas are combined in one dramatic activity as we add two or more numbers of 4 place value each.

Initially, we keep it “simple” by arranging problems that have no “carrying” in the answer from one place value to another. Then we add carrying. Then we add problems that contain zero as a place holder either in the addends or in the answer itself.

Then the children take their amount and the numerals representing it to another rug and set it up by place value in a horizontal line across the rug. The second child places their quantity and numerals in alignment with the first child’s.



This is the setting up process. Now we combine (add) each place value. “Let’s put all the ones together, let’s put all the tens together, all the hundreds together, all the thousands together.” The combined amounts are at the bottom of the rug. It mirrors the process that we use in working problems with pencil and paper. Then we count the quantity, category by category and get a numeral to represent each category. The last step is to put the answer together.



In this way, numbers such as $2,389 + 4,628$ can be worked out WITH MATERIALS, step by step. Previously, we have done the process of exchanging (10 ones for 1 ten, 10 tens for 1 hundred, etc.) So if needed, the children can also do the exchanging as they calculate the answer -----as process most of us called carrying.

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A LOOK INTO THE CLASSROOM THIS MONTH:



1. (Child looking at a set of 6 objects.) *“I don’t need to count: I know that 1 + 2 is 3 and 3 + 3 is 6.”*
2. (Child working equation $2 + 3 + 5 =$). *“I knew the answer was 10 because 3 + 2 is 5 and 5 + 5 makes 10. See: 1,2,3,4,5,6,7,8,9,10!”*
3. Two children pouring milk for lunch: *“We need 12 glasses of milk all together, so we each need to pour 6.”*
4. *“I know that 12 divided by 2 = 6 because I know that 6 + 6 makes 12.”*
5. A 4 year old child is observed comparing and measuring the height flowers against the vase so that, when cutting the stems, she would know how long to leave them.
6. Problem solving: One child had 4 chocolate chips left over after putting 2 chocolate chips on each of his several “cookies”. He reported that he had had leftovers and reported that he had eaten them!

Another child had several chocolate chips left over and decided he should put them back so the next child who bakes would have enough!



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7. A child was ready to paint at the easel. The palette with 6 spaces was set out along with 6 colors of paint in bottles.

She wanted yellow which was not set out.

Teacher: *“Hmmm, what do we have to do?”*

Child: *“Take out the green bottle.”*

Teacher: *“Okay, you don’t need green?”*

Child: *“No and then we can fit in the yellow bottle.”*

Teacher: *“Alright. Let’s take out the green then and put in yellow. Is that okay now?”*

Child: *“Yes, we took one out so we could add one back in.”*

Words from Maria Montessori:

“These words reveal a child’s needs: Help me to do it alone.”



Ms. Karen, Ms. Ambreen, Ms. Alena

Kindergarten Extended Day News

The Kindergartners began the month by presenting their **at-home family heritage research projects** to the group. During that first week the children took turns being a confident speaker and a respectful listener. This project gave the children a meaningful first experience in completing simple research and creates an interest in where their ancestors came from and other countries around the world.



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To complete the project, the children first interviewed current family members and then completed library research on their “home country” in order to complete the required questions. Some of the children really enjoyed the project and chose to create a book or poster to use with their presentation. Other children created country flags, showed off family heirlooms and brought in Irish cookies, candy and Italian gelato for their friends to try! This was a very fun way for the children to become excited as we then began to explore and study about all of the continents.

This **continents study** has continued throughout April and the Kindergartners have explored North America, South America, Africa and Australia. They have created continent maps and country flags; learned about deserts, rainforests and mountains ranges and referenced the World Atlas to research interesting facts.

We **incorporate a lot of language activities with geography work.** For example, the children use their Kindergarten journals to write their facts and create written lists of animals that are native from a particular continent. As part of our study of Africa, the Kindergartners took a **field trip to the AMC 30 South Barrington** to attend an opening day showing of *the Disney Nature movie, Chimpanzee.*



Other field trips the kindergartners participated include an in-school field trip from the **McHenry County Conservation District.** Ms. Rebecca came to the kindergarten class to teach the child the difference between domestic and wild animals.

She brought animal skins and antlers for the children to touch as well as two live animals: a

guinea pig (domestic) and owl (wild).

Also, we traveled to the **Living Land Farm in Cary** to hike the grounds and look for signs of spring as an extension to classroom discussion about our current season.



Earlier in the year the Kindergartners were responsible for counting all the coins collected from our trick-or-treat for UNICEF campaign. This month we revisited money work in order to combine all of the skip counting skills the children have learned since October. The Kindergartners are working on **the coin names, values and tallying and recording coin totals.**



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As a final money work activity the children are currently **working on completing an at-home earnings chart**. Each Kindergartner is responsible for earning \$2.50 by doing jobs at home in order to fund our last walking field trip next month to Kalidescoops Ice Cream Shop.

Prior to the field trip we will be practicing our grace and courtesy skills that are required for entering a store, greeting a shop owner, ordering an ice cream cone and paying for the purchase. Each child will then put these skills into action when we visit Kalidescoops and they order and pay for an ice cream cone of their choice.

In other activities on their work plans, the Kindergartners are practicing with *the multiplication board, the division board, fraction circles, botany cabinet, leaf shapes, parts of the leaf and flower, word and sentence building with nouns, verbs, adjectives and adverbs and clock work*. Additionally, the Kindergartners have begun practicing for their final play, The Little Red Hen which will be performed at the Kindergarten graduation. April is a busy month!



Ms. Jocelyn, Ms. Katy

Notes from the afternoon classrooms:

Ms. Terri

One of the most beautiful signs of spring is obviously the flowers blooming. Along with the daffodils and tulips come the lilacs. We picked some of the **lilacs** for our classroom and also used them for an **art project**.

After looking at the shapes of the leaves (kind of like a heart!) and the angles of the branches, the children drew and colored them with green and brown markers onto white paper. We then mixed purple paint with white to make a lavender color. Then, the children used Q-tips to dot the flower petals onto the stems to make the lilacs. Pretty neat!

Along with our usual afternoon activity of creating the **monthly calendar**, we also made all new play dough (red, blue, yellow and green). We even made an extra batch of green play dough for Ms. Katy to use with the nappers.

We also did several art projects relating to the books we read. We made a sample **blooming pot picture** from the book, The Gardener.



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It's a wonderful story about life in the 1930s for a little girl names Lydia Grace who lives in the country with her Grandma Grace and her parents. When her father loses his job, Lydia is sent to the city to live with her uncle Jim who owns a bakery.

The book is written through a series of letters Lydia sends home as she shares her gift of gardening while also learning how to bake. The Gardener is another of my favorite books. It has lovely illustrations, in-depth characters, real-life situations and humor all done in a way that children can understand and appreciate.

We made our own flower pots by cutting them out of terra-cotta colored construction paper. After that I (Ms. Terri) cut a slit across the rim to insert the stems. We glued down the pots and stems before drawing and cutting out petals of many colors to make our flowers. Each picture is so unique and beautiful!

The **kindergarten art project** this month was coordinated with **their study of Africa**. We read, We All Went on a Safari, A Counting Journey through Tanzania. As we read about Tanzania, we heard a different Swahili name on every page of the story (journey). We discovered that the Maasai people choose a name for their child that has special meaning. The parents hope their baby will grow up to have the same qualities as the name suggests. Each name is represented in patterns of brown, black and whites shapes displayed on a shield.



The children picked the pattern they wanted to make and drew it on their own shield. We drew and cut the brown shapes from construction paper and glued them onto our pattern. We then used black tempera for the rest of the shapes on the shield. The children then copied the name onto a card that included the pronunciation as well as the meaning of the Swahili name. A couple of examples are WATENDE (m) (*wah-ten-day*) – sensitive, generous, creative and ZALIRA (f) (*zah-lee-rah*) – understanding, peaceful, friendly. The kindergarteners work is mounted on black paper and on display in the front hallway. Nice work!

As the afternoon class has really been enjoying the warm weather, they have come up with a new game. As many children wanted to show what they could do on the monkey bars, it got kind of crowded so we decided to put on a show as we took turns in front of the “audience”. We are learning to be patient, watch others and applaud another’s strong muscles as they show how they can hang or crawl or do pull-ups using their arms, legs and backs. Even before they had all had a turn they asked if they could “go again!” Good exercise and fun!

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Here is our recipe for the month – Enjoy!

Strawberry Bread

3 c. flour

4 eggs

2 c. sugar

1 t. cinnamon, salt and soda

1 ¼ c. vegetable oil

16 oz. frozen strawberries (thawed)

8 oz. cream cheese (optional – for topping!)

- Mix all dry ingredients
- Mix all wet ingredients in a separate bowl
- Slowly add dry ingredients to wet ingredient mixture
- Stir in strawberries (reserve 1 T. strawberry juice to mix with cream cheese if desired)
- Bake at 350° for 45-60 minutes
(Makes 3 loaves or 4 small loaves)



Ms. Terri

Ms. Katy

I cannot believe that the school year is almost over! It seems to have gone so fast. This month I have been especially aware of how much the Nappers have changed over the past months. Their maturity and abilities have grown tremendously! It has been wonderful to watch this happen.

This month we continued thinking about spring and what the change in season brings. One



thing we noticed is *how many more birds are outside*. This led us into **a study of birds**. We covered many different types from ostriches to parrots. We looked at the different parts of the birds using the three-part cards that are used in the Montessori classroom. The children loved putting together the yellow, wooden chicks for a springtime decoration.

We also took the opportunity **to make binoculars for bird watching**.

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After the children completed their binoculars we took some time to look out the windows of our classroom to see if we could find neighborhood birds.

One of our final projects of the month was **making birdfeeders**. Below are the directions if you feel like making another at home.

Materials:

- 1 half of a plain bagel
- Crisco or Peanut Butter
- One bowl with bird seed
- String or yarn



Directions:

1. Spread peanut butter or Crisco on one half of the bagel
2. Lay side with peanut butter or Crisco face down in bowl with seed and press
3. Lift out of bowl
4. Carefully tie yarn or string through the hole and hang in a tree

The Nappers also participated in a few **“games” that emphasized grace and courtesy**. One we tried is passing out our cups of water for snack in a circle. We then carefully pour one cup of water for a friend. That friend pours the water from their cup into the child’s next to them and so on until all of the cups are filled. This was a wonderful activity to practice both self-control and manners. Another activity was quite simple, but the children found it quite fun and wanted to do it over and over again. All of the children sat on one side of our classroom line. One child was asked to go up in front of the group and take a bow. The rest of the class then gave the child taking the bow a round of applause. Some were reluctant to go up at first, but eventually everyone gave it a try and everyone wanted to do it again. This simple act builds both kindness and confidence.

Again, during this last month of school, if your child would like to bring in a book from home to share we would appreciate it. The children love to share something from home and we are always happy to read a good book! Enjoy your May!



Thanks,

Ms.Katy

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Gym Notes

Ms. Donna

We were inside for some of our classes and outside for some. While outside we reviewed our "Driving Warm Up", Construction Zone had us leaping over puddles; Flat Tire had us hopping on one foot etc.

We also worked on the correct way to throw a ball, ball up, opposite leg forward, arm with the ball back and throw as hard as you can. After "Retrieve" was said they could go and find their ball. This went on for quite a while.

The inside classes had us doing an obstacle course. We began with pole bending where we weaved between the noodle poles, then walked through yellow hoops and then crawled through arches made out of noodles without touching the noodles.

The second week of the obstacle course had a tunnel and balance beams added. The students could choose their own way of weaving the poles and going on the balance beams. As always we are working on loco-motor movements as well as being able to balance on one foot at a time. We also did a quiet activity. As the students entered the room they began to follow my hand movements without any noise. Examples are single hand waves, tapping (knees, elbows, head) swimming strokes, palms up palms down and many more.

The Kindergarteners did all the above and are working on team games. Beat the Ball is our newest game. We have a kicking team and a fielding team. The kicking team whose 1st player is up must try to kick the ball and run the three bases (1st, 2nd and 3rd). They do not run home because some of their teammates might still be kicking. They exit at 3rd base. The fielding team is retrieving the kicked balls and putting them into a basket. If the basket is ever empty the kicking team would score a point. After all of the kicking team has kicked the kicking team becomes the fielding team and the fielding team becomes the kicking team.

Ms. Donna



*Spring break class
project*