



WRM'S HOME LEARNING PLAN

A Handbook for Parents

This handbook is not intended to create a contract. The school reserves the right to modify, at any time, any of the policies described or privileges granted.

White Rock Montessori admits students of any race, color, gender, national or ethnic origin, religion, family structure, sexual orientation or gender identity to all the rights, privileges, programs and activities of the school. It does not discriminate on the basis of race, color, gender, national or ethnic origin, religion, family structure, sexual orientation or gender identity in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

All lessons and events will be posted on the
[White Rock Montessori Home Learning Plan \(HLP\) Blog.](#)

We will be recording all live lessons in order to make lessons available On-Demand.



Many Thanks to the Montessori School of Tokyo for
their support in the creation of this school resource.

Learning from A Montessori Perspective

When embarking on a time of learning from home, our aim is to create a Montessori-based framework that serves our students while supporting parents as we all adapt to a different daily routine. It is important to us that the children's activity during this time be enjoyable, thoughtful, challenging, and rewarding.

Replicating what happens in our classrooms is not something we can achieve during this period. Our goal is to work in collaboration with families to keep alive the culture of learning that is unique to Montessori and provide families with support and activities that match the developmental needs and characteristics of each child in our community.

HOW DO WE ESTABLISH THIS AT HOME?

The Montessori method is all about the process. While completion of work is important, it is our approach that makes all the difference. Learning is most effective when it is within a greater context. When we connect subjects and concepts, we establish meaning which fuels motivation in students. Above all, we want children to feel connected to their learning, not simply "complete assignments" while at home.

Learning together with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for children. This instils a great sense of ownership and responsibility for the child.

It is important to us that we maintain a feeling of connectedness through this process. We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period of closure is assured. The guidelines in this Handbook outline how White Rock Montessori's faculty, administration, and staff will support all our families throughout this period.



The Prepared Environment



For our younger students, the learning environment is your home and surroundings. This means finding ways to support independence, engage in meaningful tasks and supplement learning through various activities suggested by teachers.

For our Upper Elementary and Adolescent Program students, this will mean all of the above, plus establishing a quiet space, expectations and routines for any specific assignments shared by teachers. Where age-appropriate you might like to discuss learning from home with your child and include them in some decision-making processes:

- Ask them where to set up their space (if applicable)
- Make a schedule together that works for your family (when to take breaks / have time outdoors etc.)
- Gather ideas for activities and projects
- Organize materials

For our older students, it will be important for them to maintain their routine of handing in work and receiving feedback from their teachers. Overall, we can approach this as an opportunity to be creative and collaborative—we are here to support you through this process.

Practical Life

Practical life is an important part of experiential learning. It is part of every Montessori classroom and can be mirrored at home. These activities assist students in developing purposeful life skills for their continued growth and development. This includes refining fine motor and movement skills and practicing coordination, planning and problem solving. Practical life activities:

- Foster order and sequence;
- develop concentration;
- foster physical independence;
- foster the development of fine motor control; and
- provide opportunities for planning and carrying out tasks.

The Practical Life area also provides children with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision making, organization, problem-solving, impulse control, collaboration and communication. These skills form the foundation of a child's academic learning. For example, sequencing a task is a pre-reading skill.

Examples of practical life might include:

- setting the table;
- watering plants;
- tidying and organizing rooms;
- planning an outing;
- taking care of pets;
- preparing a snack/meal;
- helping with shopping lists/budgeting; or
- planting a small urban garden.



Practical life is engaging for children at all stages of development and tasks are designed according to their level of coordination and independence. You can organize a job chart or list of family projects as a way to help guide your child's interests. Planning and gathering resources to complete the tasks is purposeful work. These ideas foster a sense of contribution, responsibility, shared experiences and satisfaction.

As our children get older, these activities lead naturally to volunteer experiences and beginnings of community work. For our oldest adolescents, many of these practical life experiences are the foundation of their sense of belonging and personal vision.

Extended Curriculum

PREPARE YOUR ENVIRONMENT

- Quiet & remote location
- Flat working space: table, floor, desk
- Lighting: Natural light from a window works best, or have a lamp nearby
- Comfortable chair
- Computer
- Home Kit and other supplies organized nearby

GATHER SUPPLIES

Art

- Something to protect your table surface from a mess: old towel, newspaper
- Collect art materials you may have in your house: paints, brushes
- Collect and organize sculpture materials: cardboard, toilet paper tubes, plastic containers
- Aluminum Foil (optional, but useful for sculpture making)
- Flour (optional, to make paper mache paste)
- Container to use as a water cup for paints
- To clean brushes or spills: sponge, paper towel, or an old rag
- Collect art inspiration: books, toys, photos, nature, objects

PE

- Workspace (approximately 5' x 5')
- Water bottle
- Athletic clothing
- Athletic shoes
- P.E. Form found in Home kit.
- Writing utensil

EcoLab

- Collect cardboard and store in a box near your work area.
- Save rubber bands, popsicle sticks, toilet paper rolls, and straws for projects.
- Access to a cookie sheet to use as a building tray foundation or contain project pieces.
- Scissors & Masking Tape
- EcoLab Ziploc bag from your home kit.

Spanish

- Pencil
- Paper

Music

- Workspace (approximately 5' X 5')
- Laminated staff paper, dry erase marker and white board eraser
- Upper Elementary will need their recorder

Garden

- Select a 2'x4' garden plot (*Alternatively - consider container gardening in pots or 5 gallon buckets*)
 - Ensure adequate sunlight
 - Ensure that the area is safe from traffic
 - Consider access to water
- Collect a shovel and other garden tools.
- Wait for class time to plant seeds
- Have access to camera once daily
- Mud shoes

The Uninterrupted Work Cycle

Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In a Montessori classroom, children are given large blocks of time in order to explore their work deeply. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. It is the framework that fosters child-centered as opposed to teacher-directed learning.

OWNERSHIP OF TASKS AND SHARING IN LEARNING

Montessori learning environments are often referred to as “optimal learning environments” because of the inherent skills and outcomes that result from being in a rich and interesting classroom, coupled with the dynamic of interactions amongst peers and teachers.

In order to foster a deep sense of ownership in their learning, we focus on two things: the developmental needs and characteristics of the child and their interests. Here are a few key points that aid in cultivating a child’s self-direction and attention to their work:

- Choice
- Participation in planning and organizing tasks
- Conversation
- Finding good resources
- Sharing of knowledge

You will be receiving regular communications from your child’s classroom teachers in the coming weeks. We encourage parents to follow teacher suggestions and guidance when completing work at home. The more children are involved in developing and detailing their activities, the more they can achieve.

A note regarding sharing and presenting work:

It is a regular occurrence in an Elementary (or older) classroom for children to present their work or projects to one another. This can be replicated at home. Planning a presentation or sharing time at the end of a project is very exciting for young children and gives our older students an opportunity to use their voice. It is an essential part of the learning process as it requires synthesis of learning to describe, explain and express yourself clearly. It feels celebratory as well!

Responsibility and Contribution to Community

Being in a Montessori school is often described by students as being part of a big family. All of the aspects detailed above result in a feeling of belonging to a community and with that, we learn that there is a responsibility to ourselves, others and the environment. It is our commitment to each child at White Rock Montessori that they reach their fullest potential and feel that they are a valued part of our community.





Primary

Establishing a routine is essential for creating a “new normal” for a child’s mental well-being.

DAILY SCHEDULE FOR PRIMARY

8:45 - 9:15am	Student greeting and mindfulness with Ms. Laufersky <i>(optional)</i>
9:15 - 9:30am	Group Time
9:30 - 11:30am	Morning Work Cycle/ Lessons
11:30 - 12:30pm	Outdoor Play and Lunch
12:30 - 2:30pm <i>Extended Day</i>	Story and Nap/ Quiet Time with Ms. Hagan
2:30 - 3:15pm <i>Extended Day</i>	Snack/ Outdoor Play/ ASC Activity with Ms. Hagan
12:30-2:30 <i>Full Day</i>	Afternoon Work Cycle/ Lessons
2:30 - 3:15pm <i>Full Day</i>	Outdoor Free Play

Check [HLP blog](#) everyday for links to lessons and events.

Preparations for the next day and chores can be performed throughout the day.
Activities can be modified according to child’s readiness and developmental needs.

Primary Program **Expectations**

STUDENTS MAY BE EXPECTED TO:

- Enjoy family life in a new paradigm where each family member has their own daily work routine and each makes developmentally appropriate contributions to the running of the home.

PARENTS ARE INVITED TO:

- Remain mindful about your child's stress or worries during this time of change.
- Monitor communication about your child from your teachers.
- Initiate communication with teachers about questions, ideas, concerns, or feedback.
- Support your child's independence in daily life activities.
- Be mindful of and allow children to continue periods of concentration.
- Establish daily routines and expectations.
- Limit screen time.
- Provide opportunities for daily physical activity.
- Help maintain a dividing line between "work time" and "family time"
- Take time each day for a fun family activity: a board game, a puzzle, a round of tag or catch in the backyard, a bike ride.

PRIMARY TEACHERS WILL:

- Give daily lessons via Google Hangouts.
- Offer guidance in setting up a daily routine.
- Make suggestions for appropriate household chores.
- Offer [guidelines and suggestions for screen time](#).
- Provide both general and individual suggestions for activities developing fine motor skills, gross motor skills, language, math, and other curriculum areas.
- Initiate individual communications based on student needs.
- Be prompt in replying to your emails if you need additional guidance and support.

PROGRAM-SPECIFIC NEEDS AND CHARACTERISTICS

- Children aged 3 to 6 thrive in environments that promote repetition, routine and the mastery of purposeful movement.
- Allow your child to choose activities and give the opportunity for periods of time without distractions.
- The key to a successful learning environment is order, access to tactile resources, space to explore and meaningful activity. For the Primary child, work and play should be interchangeable—a natural, fun and exciting part of life.

PRACTICAL LIFE

Level 1 (Ages 3 to 4):

- Dressing frame with Clothes at home
- Food/Snack preparation
- Tonging
- Pouring
- Spooning
- Object Washing

Level 2 (Ages 4 to 5 — Any of the above plus):

- Pouring to levels (wet/dry)
- Tweezers
- Dusting
- Sweeping
- Table washing
- Plant leaf washing

Level 3 (Ages 5 to 7 — Any of the above plus):

- Cooking
- Sweeping
- Dusting
- Washing
- Care of the Plant

SENSORIAL

Level 1 (Ages 3 to 4):

- Names 2D shapes
- Rough/Smooth
- Hard/Soft
- Big/Small
- Knobbed puzzles
- Colors

Level 2 (Ages 4 to 5 — Any of the above plus):

- Names 3D shapes/geometric solids
- Order biggest to smallest

Level 3 (Ages 5 to 7 — Any of the above plus):

- Floor puzzle
- Table puzzle (60-100)
- Types of triangles
- Types of quadrilaterals

LANGUAGE

Level 1 (Ages 3 to 4):

- Beginning sounds
- Sandpaper Letter Book
- Sandpaper Number
- Patterns
- Sequencing
- Beginning handwriting-rainbow

Level 2 (Ages 4 to 5 — Any of the above plus):

- Should know all the majority of sounds
- Blending
- Word Building families
- Isolating sounds b/m/e
- Rainbow writing

Level 3 (Ages 5 to 7 — Any of the above plus):

- Grammar
- Reading Fluency
- Reading Comprehension
- Handwriting

SPANISH

- Label parts of the house, and objects in Spanish.
- Count toys and other objects in Spanish.
- Play “I spy” using colors in Spanish.

MATHEMATICS

Level 1 (Ages 3 to 4):

- Numeral recognition 0 - 10
- One-to-one association
- Matching numerals to quantity
- Oral counting to 20
- Tracing Numbers with a Pencil or Crayon

Level 2 (Ages 4 to 5 — Any of the above plus):

- Teens, Tens, Hundreds and Thousands numeral recognition
- Building and Reading 4 digit numbers
- Oral counting up to 100
- Basic addition - Adding single digits
- Using the Short Chains for skip counting
- Writing Numbers with Pencil

Level 3 (Ages 5 to 7 — Any of the above plus):

- Static Addition, Subtraction, Multiplication, and Division
- Dynamic Addition, Subtraction, Multiplication, and Division

CULTURAL

Geography

- Identify Land, Water, and Air
- Identify Continents
- Identify Land Forms

Zoology

- Identify Living & Non-Living
- Identify and recognize parts of/characteristics of Fish, Amphibians, Reptiles, Birds, and Mammals

Botany

- Identify plants
- Identify and recognize parts of/characteristics of plants

GARDEN

- Plant a spring garden and plant sensory herbs: lavender, rosemary, oregano, thyme, or marigolds
- Go on nature walks: look for bugs, leaves, butterflies, acorns, sticks, and snails
- Nature art: spirals, circles, leaf creatures

MUSIC

- Create an original dance to your favorite song.
- Keep a steady beat while listening or singing a song.
- Find or make homemade instruments.

ART

- Coloring, painting, sidewalk chalk
- Collage: cutting and gluing
- Sewing: basic shapes on paper, paper plates, cardboard, felt
- Sculpting: play dough, salt dough, model magic



Lower Elementary

Healthy Start: Get dressed, eat a healthy breakfast, and go for a walk.

DAILY SCHEDULE FOR LOWER ELEMENTARY

8:45-9:15am	Student greeting and mindfulness with Ms. Laufersky (<i>optional</i>)
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9:15-9:30am	Student Movement and Transition Review work plan
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9:30-11:30am	Lessons/ Work Cycle/ Community Meeting
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11:30-12:30pm	Lunch and Free play
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12:30-2:30pm	Work Cycle including Extended Curriculum
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Check [HLP blog](#) everyday for links to lessons and events.

Preparations for the next day and chores can be performed throughout the day.
Activities can be modified according to child's readiness and developmental needs.

Lower Elementary Program Expectations

STUDENTS ARE EXPECTED TO:

- Respect Yourself, Respect Others, and Respect the Environment
- Plan and organize work with guidance from parents.
- Follow teachers' guidelines and academic expectations.
- Work with integrity on assigned tasks—do your best!
- Be prepared to share work with teachers at group and individual meetings.
- Follow technology etiquette and expectations:
 - Log on to meetings on time,
 - Keep your mute button on unless called on,
 - Type Q (question), or C (comment) in the side chat bar,
 - Log off when the meeting is finished, and
 - When contacting classmates, have parent permission (during school hours it must be school related).

PARENTS ARE INVITED TO:

- Guide your child to set up a prepared environment at home with minimal distraction during work hours and space for organizing learning materials.
- Support your child in choosing and following through with work plan goals and suggested activities.
- Establish a consistent routine and work schedule together following the attached school schedule.
- Provide opportunities for your child to share and present work to you.
- Provide gentle guidance to support your child's success.

LOWER ELEMENTARY TEACHERS WILL:

- Prepare a variety of appropriate lessons, tasks, and activities for children to complete at home in order to maintain and move their learning forward.
- Communicate in a consistent fashion with parents via emails and virtual meetings as needed.
- Maintain opportunities for engagement using a regular schedule of lessons, class community meetings, and individual meetings with students.
- Extended Curriculum lessons will be shared by Specialist teachers weekly.

PROGRAM-SPECIFIC NEEDS AND CHARACTERISTICS

- Respect the stage of development—many Lower Elementary students are at a “concrete level” and require the Montessori materials to complete certain tasks. Teachers will guide you regarding what works makes sense for your child.
- Develop ideas that allow the opportunity for Lower Elementary students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.

Activities for Lower Elementary at Home

MATH FACTS (LIMIT TO 10 MINUTES AT A TIME)

- Create flashcards of multiplication math facts 0-9.
- List all the factors of 18, 24, 36, and 54.
- Dice Rolling
- Jump rope while skip counting.

FRACTIONS

- Follow a recipe.
- Construct something using measurements less than one inch.
- Order fractions on a number line from least to greatest.
- Divide figures into fractional amounts and label them.

DECIMALS

- Have your own “Showcase” and price household items, then add them together.
- Look for advertisements in the mail and add prices together.
- Create a shopping list and add items together.

LANGUAGE

- Make a poem book.
- Try to write a poem in an author’s style.
- Memorize a poem.
- Go on a word hunt in a novel: make a list of adjectives on a page and write an antonym and synonym for each one.
- Find sentences in your current book, identify the subject and predicate.

GEOMETRY

- Identify angles as either: right, acute, obtuse, or straight.
- Look for congruent and similar figures.
- Measure things in one and two dimensions.
- Find the perimeter of things.
- Find the area of rectangular figures.

BIOLOGY

- Spend 15 silent minutes a day in nature and record your observations.
- Sketch plants inside or outside.
- Research an endangered animal. Why is it endangered?

GEOGRAPHY

- Teachers will be sending home map assignments and country/state researches.

HISTORY

- Make a timeline of your life.
- Make a timeline of your day and include it in your work journal.
- Interview a family member in your house or over the phone about their life.

ART

- Build a sculpture using materials from recycling bin.
- Make homemade clays.
- Sewing projects using old clothes, towels, shirts, socks, or scraps of fabric.
- Try painting on non-traditional surfaces: cardboard, wood, rocks, recyclables, etc.

MUSIC

- Create an original dance to your favorite song.
- Find or make homemade instruments.
- Compose a simple song using body percussion, or other instruments from home.
- Write out rhythm patterns using ta, ti-ti, ta-ah, tika-tika, and rests.

GARDEN

- Plant a spring garden.
- Go on nature walks: look for bugs, leaves, butterflies, acorns, sticks, and snails
- Save seeds from foods you eat: Stone fruit, Melon, dried beans, etc.
- Propagate: experiment with making new plants from cuttings.

ECOLAB

- STEM explorations: using materials such as cardboard, sticks, and masking tape.
- Explore physics: Make a marble run, keep water in a bucket by swinging in circles, or dig a canal in a sandbox.
- Go on nature walks and connect with nature.

P.E.

- Design a daily workout routine.
- Play the FIVE game: while walking, do 5 second sprints, 5 second jumping jacks, etc.
- Have a plank competition.
- Build your own ball or weight set from items you can find.

SPANISH

- Label parts of the house, and objects in Spanish.
- Count toys and other objects in Spanish.
- Play “I spy” using colors in Spanish.
- Create a family album and label family relationship in Spanish.



Upper Elementary

Before classes begin make sure to eat a healthy breakfast, go over your daily plan, and get abundant exercise. Be ready to focus and engage! Take breaks during the work cycle for quick snacks and movement. At lunchtime, again, make sure to eat a healthy meal, talk with others, get exercise, and prepare for your afternoon activities.

DAILY SCHEDULE FOR UPPER ELEMENTARY

8:45-9:15 am	Student greeting and mindfulness with Ms. Laufersky (optional)
9:15-9:30 am	Student Movement
9:30–11:30 am	Lessons/ Work Cycle
11:30-12:00pm	Lunch
12:00-12:30pm	Personal Reflection/ Self-Care/ Free Play
12:30-2:30	Work Cycle including Extended Curriculum

Check [HLP blog](#) everyday for links to lessons and events.

*[Click here](#) for a detailed breakdown of each day's schedule.

Upper Elementary Program Expectations

STUDENTS ARE EXPECTED TO:

- Follow teachers' guidelines and academic expectations.
- Attend all scheduled lessons, activities, and meetings
- Respect yourself
 - Your kit is your work box - work stays in the kit
 - Make sure you have paper and pencil ready to take notes
 - Plan and organize work as independently as possible.
 - Be own advocate when assistance or further clarification is required.
 - Engage with your own work authentically (do your best!)
- Respect others
 - Stay on mute unless called on by a teacher
 - Be properly dressed and ready for the day
 - Check school email throughout the school day
 - Participate in and contribute to group assignments
- Respect the [virtual] environment
 - Work in a designated work space
 - Work in a room completely free of sound and distraction when connecting live
 - Work somewhere that does not have anything distracting within view of the camera

PARENTS ARE INVITED TO:

- Guide your child to set up a prepared environment at home.
- Establish a consistent home routine
- Support your student's classroom schedule.
- Meet and review your child's assignments; provide opportunities at home for work presentations.
- Check email daily and assist your student in meeting their expectations.

UPPER ELEMENTARY TEACHERS WILL:

- Prepare a variety of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward.
- Communicate in a consistent fashion with parents, replying to emails within 24 hours.
- Provide scheduled lessons.
- Routine check-ins with students.
- Be available for student support.
- Extended Curriculum lessons will be shared by Specialist teachers weekly.

PROGRAM-SPECIFIC NEEDS AND CHARACTERISTICS

- Respect the stage of development - some students may still be at a “concrete level” and require the Montessori materials to complete certain tasks. Avoid “teaching” shortcuts for subjects such as Mathematics.
- Develop ideas that allow the opportunity for Upper Elementary students to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, Practical Life at home.
- Upper Elementary students are extremely social. At this time, not being able to be directly with their friends can feel challenging. We strongly encourage parent monitoring of texts, emails, and group chats to ensure that the students are using grace and courtesy towards themselves and others.

Activities for Upper Elementary at Home

MATH FACTS (LIMIT TO 10 MINUTES AT A TIME)

- Create flashcards of multiplication math facts 0-9.
- List all the factors of 18, 24, 36, and 54.
- Dice Rolling
- Jump rope while skip counting.

FRACTIONS

- Follow a recipe.
- Construct something using measurements less than one inch.
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DECIMALS

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LANGUAGE

- Make a poem book.
- Try to write a poem in an author’s style.
- Memorize a poem.
- Go on a word hunt in a novel: make a list of adjectives on a page and write an antonym and synonym for each one.
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- Identify angles as either: right, acute, obtuse, or straight.
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- Make a timeline of your life.
- Make a timeline of your day and include it in your work journal.
- Interview a family member in your house or over the phone about their life.

ART

- Build a sculpture using materials from recycling bin.
- Make homemade clays.
- Sewing projects using old clothes, towels, shirts, socks, or scraps of fabric.
- Try painting on non-traditional surfaces: cardboard, wood, rocks, recyclables, etc.

MUSIC

- Create an original dance to your favorite song.
- Find or make homemade instruments.
- UE students can practice their recorder.
- Compose a simple song using body percussion, or other instruments from home.
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- Design a daily workout routine.
- Play the FIVE game: while walking, do 5 second sprints, 5 second jumping jacks, etc.
- Have a plank competition.
- Build your own ball or weight set from items you can find.

SPANISH

- Label parts of the house, and objects in Spanish.
- Count toys and other objects in Spanish.
- Play "I spy" using colors in Spanish.
- Create a family album and label family relationship in Spanish.



Daily Schedule for Middle School

DAILY SCHEDULE FOR ADOLESCENT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00- 9:30	Community Meeting NW/SW Lessons	Community Meeting LA/CL Lesson	Community Meeting PW Lesson	Community Meeting	Community Meeting
9:30- 11:30	Morning Work Cycle				
	Weekly Planning Math Lessons C3/Red 10:00-10:30 Group Work	Math Lessons C3/Red 9:30-10:00 Group Work	Math Lessons C3/Red 9:30-10:00 Group Work	Math Lessons C3/Red 9:30-10:00 Group Work	Art/Music
11:30- 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00- 12:30	Personal Reflection	Personal Reflection	Personal Reflection	Personal Reflection	Personal Reflection
12:30- 2:30	Afternoon Work Cycle/Individual Check-ins				
	Alg./Blue 12:30-1:00 Individual Work	Spanish Individual Work	Alg./Blue 12:30-1:00 Individual Work	Alg./Blue 12:30-1:00 Individual Work	NW/SW Socratic Dialogue & Synthesis
					Service Learning Study Hall
2:30- 3:15	PE	PE	PE	PE	Free Play

Check [HLP blog](#) everyday for links to lessons and events.

Middle School Program Expectations

STUDENTS ARE EXPECTED TO:

- Attend the Google Meet Sessions in the given schedule
- Observe our group norms
- Follow the assigned schedule
- Keep up with their work plan
- Submit work by 8:30 in the morning
- Check both email and Google Classroom for updates
- Complete and submit assigned work according to guidelines
- Review lessons and readings weekly
- Study for exams

PARENTS ARE ENCOURAGED TO:

- Check in with their child daily to plan work space, technology access, and work time
- Maintain daily conversations about work progress
- Invite their child to prepare a meal for the family once per week
- Ask their child to contribute more than usual to household chores
- View and discuss movies, books, or other media sources with their child
- Share current news items especially related to coronavirus

MIDDLE SCHOOL TEACHERS WILL:

- Provide lessons as per schedule
- Check daily assignments
- Provide daily opportunities for students to check-in
- Answer student or parent emails within 24 hours

EXTENDED CURRICULUM SPECIALISTS WILL:

- Give lessons on their assigned days and times.

PROGRAM SPECIFIC NEEDS AND EXPECTATIONS:

- In general, we expect Middle School students to take responsibility for completing their work within the timelines provided.
- There is an opportunity for parents and students to discuss topics of inquiry from their studies. Watching or reading the news together and having adult-style conversations is very important. While we do not expect parents to review assignments, please support work completion.
- Adolescents crave and require social interaction. Please facilitate ways your child can meet with other classmates, friends, and extended family using appropriate online platforms.

Coursework for Home Learning

MATH:

- Students will receive guided math lessons three times a week.

LANGUAGE:

- Students will receive language lessons weekly. Daily readings and book groups will continue. Students may be asked to participate in discussions through Google Meetings.

RESEARCH WORK:

- Students completed their research project before Spring Break. They will be editing next week and no new assignments will be given for the research project.

GROUP WORK:

- Students will be expected to participate in group work for NW/SW/LA using Google Meet.

PERSONAL WORLD:

- Students will set aside 30 minutes a day to practice personal reflection. This is 30 minutes of quiet time and no technology working on their personal world work.

SERVICE LEARNING:

- Adolescent Program students are encouraged to be active participants in their home, just as they would be in the classroom. This includes activities like cooking, cleaning, and care of younger siblings (if applicable). Students are asked to reach out to their color group teacher should they find themselves struggling to schedule their time effectively.

Frequently Asked Questions

*Please refer to our [FAQ document](#) for any questions you may have.
Use this [form to submit](#) any question not answered on the FAQ document.*

*“We discovered that education is not something which the
TEACHER does, but that it is A natural process which
develops spontaneously in the **HUMAN** being.”*

- Dr Maria Montessori

White Rock Montessori

1601 Oates Drive Dallas, TX 75228

whiterockmontessori.org

