

Work @ Home rationale

Community Montessori believes that learning happens everywhere and all the time. If learning is connected to other learning (i.e. real life situations), or is related to an area of interest, (i.e. Soccer) then learners are more able to understand that new information and remember it.

As a parent at Community Montessori, you committed to supporting your child in daily work @ home. As partners, Community Montessori is here to support this continuation of learning by participating in ongoing dialogue (please email/voicemail any questions, comments or concerns) and through providing ideas/suggestions for continual work @ home.

Our goal is not for you to buy workbooks for your child to do every night. But instead, to support you in really getting to know what your child is learning and combine that with daily family activities. This work @ home can be balanced between all areas of learning. The following are some general ideas - classroom teachers will give additional ideas based on the age/development of individual classes.

- School success – IN state standards, SAT, etc.
 1. Going to the Indiana Department of Education website for ideas.
 2. If graphing is a standard listed, children can graph cans of vegetables, beans, etc.
 3. Have children write number sentences ($4 + 6 = 10$) that communicate the number of forks and spoons on the dinner table.
 4. Have children tape the last 10 minutes of a favorite show and then write the conclusion (sentence, paragraph, 5-point essay).
- Intellectual – problem solving, connecting information, etc.
 1. When your child asks you a question, answer it with a question to help them process different ideas or solutions. (ie. How many plates do I need? Well, how many people are coming to dinner?)
 2. If you are having trouble with the DVD player working, let your child try to “fix it” first without telling them how to do it.
 3. Have your child research a family problem (ie. Deer are eating the vegetables from the family garden.) – This could be an “assignment” for an older child.
- Emotional – dealing with frustration/anger, sharing wants/needs, etc.
 1. Having your child write a letter about their behavior and their commitment for the future.
 2. Have a weekly family meeting to discuss potential problems.

3. Model to your child about how you handle frustrations with your spouse or at businesses and talk about your goals and strengths.
- Social – talking/listening about relationships, exploring different groups, etc.
 1. Let your child talk out difficult situations with others. Sometimes we should just be there to listen.
 2. Help your child explore different points of view and point out examples from people you know. (ie. Why do you think Grandmother gets so upset when you waste the plates or napkins)
 3. Support your child in being around people that are different and discuss ways he/she is similar.
 - Moral – following rules/laws, making appropriate choices when no one else is watching, etc.
 1. Privately pointing out when a person cuts in line and talking about the effect on others.
 2. Talking as a family about moral scenarios and discussing what “your family believes”. (ie. Would it be ok to steal food if a relative was dying from hunger?)
 3. Encouraging Random Acts of Kindness and modeling helping neighbors/strangers. (ie. Community service projects, helping someone put their groceries in the car)
 - Wellness – cooking/preparing/packing their own lunch, daily family fitness, etc.
 1. Making individual fitness goals as a family (ie. Goals with push-ups, sit-ups, running a distance).
 2. Planning/budgeting a family meal while incorporating the new Food Pyramid.
 3. Research/explore different techniques for reducing stress(ie. Palming)
 - Aesthetics – “Finding the beauty” in caring for a younger sibling, planting a garden, etc.
 1. Have a “sunset party” – invite over friends or neighbors to draw the sunset...
 2. Go on a hike and marvel at the appearance of an insect, tree, etc.
 3. The “beauty” of a morning sunrise
 - Creative – We are all creative in our own way! Helping your child find his/her creative expression.
 1. Explore different clothing expressions (with boundaries) that help them identify “who they are”.
 2. Make up their own song from an instrument they are studying formally/informally.
 3. Research different types of artists(ie. Art, music, etc.) and explore areas of strengths/goals.

We know this is hard work! We also know “true learning” does not come easy. The most important component for you and us is to really get to know your child so that we can all continue to integrate learning with strengths and interest. If your child is stressed or frustrated by their work @home, stop and end on a positive note. Good luck and have fun!

Work @ Home Dialogue

Name: _____ Studio name: _____ Date: _____

Fri/Sat/Sun child/parent initials _____ _____	What did you do: connected learning through conversations read 10-30 minutes
Monday child/parent initials _____ _____	What did you do: connected learning through conversations read 10-30 minutes
Tuesday child/parent initials _____ _____	What did you do: connected learning through conversations read 10-30 minutes
Wednesday child/parent initials _____ _____	What did you do: connected learning through conversations read 10-30 minutes
Thursday child/parent initials _____ _____	What did you do: connected learning through conversations read 10-30 minutes