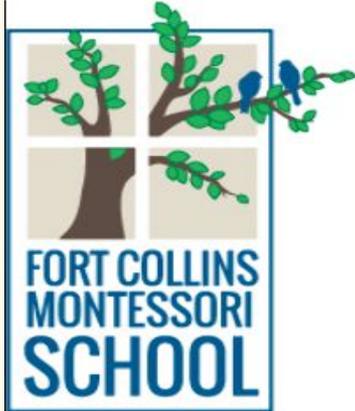


April 13, 2020

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**FCMS PRIMARY**

**Weekly Care Package**

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**Brought to you by the FCMS Primary Guides:**  
*Ms. Lee, Ms. Thompson, Ms. Hunt, Ms. Crews*

# Activities to do at Home

## Outside environment: Scrubbing the Patio

### Other ideas for outdoor scrubbing:

- Fill a basin and scrub outside toys
- Scrub the family's rain boots
- Scrub chairs!
- Scrub rocks in a basin
- Scrub out flower pots/planters
- The list is endless!



*Click image to see video!*

# Activities to do at Home

## Window Washing

Children love to care for their environment. The works of Practical Life engage the child's whole self. It is such an uplifting way to build a connection with their environment, order their mind, strengthen their body, and build focus.

If you find your child is enjoying washing windows outside invite them to:

- Clean windows inside
- Wash car windows
- Clean mirrors
- Wash eye glasses
- Clean picture frame glass



*Click on video to see two ways to set up Window Washing at your home.*

# Activities to do at Home

## *Preparing a Shelf for Independent Work and Play*

### **Key concepts of the Prepared Environment:**

- *Less is more*
- *Freedom within limits*
- *Outer order helps  
build internal order*
- *Real, beautiful  
materials when  
possible*



# Activities to do at Home

## *Preparing a Shelf for Independent Work and Play*

### **Key concepts of the Prepared Environment:**

- **Less is more**

*Children don't need access to everything they own. In fact, this many options is overwhelming! Fewer choices can help a child make a choice.*

- **Freedom within limits**

*A child is free to choose within guidelines that the adult has predetermined. The adult is the custodian of the environment and decides what and how much the child has access to.*

- **Outer order helps build internal order**

*Children under 6 thrive on structure and routine. "A place for everything, and everything in its place" makes sense to the child and helps them successfully keep their environment tidy.*

- **Real, beautiful materials when possible**

*Children deserve beauty too! The kinds of materials we choose for them can send an unspoken message about what we believe they are capable of.*

*Giving children indestructible plastic items sends the message that we don't trust them.*

*We give them real, beautiful, and breakable things to help develop careful handling and experience natural consequences. When something breaks, we show them how to clean it up without shame or anger.*

# Adult Work/Child Work

Work fulfills the human tendency for activity. ***This means that both adults and children want to pursue meaningful and purposeful engagement.*** The terms 'work' and 'play' are interchangeable to the child; only the adult makes a distinction between the two.

## ***Adult Work***

We are very familiar with how this looks for the adult. As adults, we contribute to the larger world; our work is **outward, with external goals**. We want to be productive and be able to show the results of our work. Being part of a greater social unit means that **work is divided up to be shared**; no one person is responsible for meeting the needs of the entire society.

Adults work to produce the most that they can, using the least amount of energy. **We work to achieve maximum efficiency.**

# Adult Work/Child Work

## *Child Work*

Activity looks very different for children under the age of six. Children in the first plane of development are **working hard to construct themselves and to form their whole personality**. Their work is **internal**, and they have **little interest in external goals or products**. This work is **solitary**; no one can do this great work for the child.

This process will occur no matter the quality of environment offered to the child, and **the child will use maximum effort** when they are working. Their work **satisfies an inner developmental need** and the child works with **tireless energy** to reach their goal.

# Adult Work/Child Work

## *How does the adult support the child's great work?*

Because of these discrepancies, the adult and child are in **conflict**. The adult world does not accommodate the child's work, and the adult often wants the child to work at adult speed. We see this when children spend long periods of time trying to master a skill (putting on socks, tying shoes), and we rush this delicate process when we step in to do it for the child.

**It is our job to provide the environment for the child to form herself based upon her experiences.** Begin by setting up your home environment, establishing a routine, and setting clear and loving limits.

**Observe** your child to see what she needs, and determine if your adult expectations are meeting those needs. *Your child's great work of development is done alone, but they are dependent on the support of a loving, patient adult to help them achieve it.*

# Self Care for Parents

## **Self Care for Parents: Allowing feelings**

Children are *also* going through this time of uncertainty!

Schools and businesses are closed, friends aren't around, the news might be on, and adults might be expressing worry and uncertainty, even when they aren't aware of it.

**We don't know exactly what children are understanding and experiencing right now, and they often aren't able to tell us.**

Allowing feelings is a difficult practice for us as adults, but it is necessary for children to release pent up emotions and feel safe. As we continue practicing this with children, we may find that the non-judgemental acceptance can extend to compassion for ourselves and our own feelings!

[Podcast: Our Biggest Challenge as Parents](#)

# Spoken Language: Song

## *April Showers*

*Though April showers may come your way  
They bring the flowers that bloom in May.  
So if it's raining, have no regrets  
Because it isn't raining rain you know  
It's raining violets.  
And where you see clouds upon the hill  
You soon will see crowds of daffodils.  
So keep on looking for a bluebird  
And listening for his song  
Whenever April showers come along.*



*Click the image to see a video!*

# Spoken Language: Poem

## ***Spring Rain***

***by Marchette Chute***

*The storm came up so very quick,  
It couldn't have been quicker.  
I should have brought my hat along,  
I should have brought my slicker.  
My hair is wet, my feet are wet,  
I couldn't be much wetter.  
I fell into a river once, but this is even  
better.*



*Click the image to see a video!*

# Spoken Language: Grace and Courtesy

## *Grace and Courtesy: How to Tell if I am Available*

Set these limits using a Grace and Courtesy lesson to provide space for you and your child(ren) to work. Remember if you set these limits- your child can too!

***These limits are the basis to setting up a respectful and functional work space in your home.*** Provide your child the power of independence by giving them the freedom to say, “Mom/Dad/Sibling, I am not available when you see me... I am available when you see me...”

Before this lesson have a preliminary conversation with your child about what an emergency is. During the Grace and Courtesy lesson let them know they can interrupt your work only if there is an emergency.



*Click the image to see a video!*

# With Gratitude

*“If teaching is to be effective with young children, it must assist them to advance on the way to independence. It must initiate them into those kinds of activities which they can perform themselves and which keep them from being a burden to others because of their inabilities. We must help them to learn how to walk without assistance, to run, to go up and down stairs, to pick up fallen objects, to dress and undress, to wash themselves, to express their needs in a way that is clearly understood, and to attempt to satisfy their desires through their own efforts. All this is part of an education for independence.”*

*-Maria Montessori (The Discovery of the Child)*