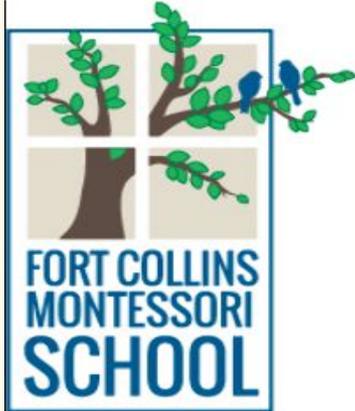


May 11, 2020



FCMS PRIMARY

Final Care Package

Resource Guide

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

Introduction

In this week's Care Package, we will provide a compilation of resources that you may find helpful as we continue to navigate this time.

All of the previous Care Packages will remain available online to support you through the summer. They are available on the [FCMS website](#). Use these as a support as you deepen your practice of parenting during this time.

Please follow the links provided to access all of the videos we've created for you.

We hope these resources provide you support and serve as a reminder to continually offer yourself and others grace, patience, and kindness.

Spoken Language: Songs

To access our online archive of songs sung by FCMS Primary Guides, [CLICK HERE](#).

Table of Contents:

- April Showers
- Brother Won't You Dance With Me
- Butterfly
- Fish n' Chips and Vinegar
- Friend
- I said a Boom Chicka Boom
- Keep on the Sunny Side
- Lean on Me
- Make New Friends
- Mango Fandango
- Robin in a Pine Tree
- Robin in the Rain
- Sidewalks of New York
- Spring is Here
- Sunflower
- The Helping Song
- This Pretty Planet
- White Coral Bells
- Winter Now is Over

Spoken Language: Poems

To access our online archive of poems recited by FCMS Primary Guides, [CLICK HERE](#).

Table of Contents:

- “After a Bath” by Aileen Fisher
- “April Rain Song” by Langston Hughes
- “Bed in Summer” by Robert Louis Stevenson
- “Celery” by Ogden Nash
- “Hurt No Living Thing” by Christina Rossetti
- “It Must Be Spring” by May Fenn
- “Nothing Gold Can Stay” by Robert Frost
- “Rain” by Robert Louis Stevenson
- “Spring Rain” by Marchette Chute
- “Spring, Almost” by Anonymous
- “The Bird’s Nest” by John Drinkwater
- “The Caterpillar” collected by Marc Brown
- “The Eel” by Ogden Nash
- “Treehouse” by Shel Silverstein
- “Who Has Seen The Wind” by Christina Rossetti

Spoken Language: Activity and Resource Guide

Spoken language provides a solid foundation for later literacy. Singing, reciting poetry, and having conversations rich in real vocabulary are all ways that any adult can support language.

For more ideas:

[*13 Simple Ways That Any Adult Can Support a Young Child's Language Development*](#)

Lessons

- [*Key Letter Sound Pronunciation Guide*](#)
- [*Sound Game*](#)

Printable Resources

- [*Key Sounds for Sandpaper Letters*](#)
 - *We learn the sound, rather than the letter name, for each letter*
 - *These are the sounds your child is familiar with for each letter*
- [*Sandpaper Letter cursive tracing guide*](#)
 - *The way we trace (and eventually write) letters in the classroom*

Grace and Courtesy: Limits & Language

Practicing hypothetical dialogues or movements to help the little things go more smoothly

- [Accepting company](#)
- [Denying company](#)
- [Please respect my work](#)
- [Putting Away Belongings \(version 1\)](#)
- [Putting away belonging \(version 2\)](#)

Things you can say instead of “good job:”

- [You did it!](#)
- [Tell me more...](#)
- [How do you feel about it?](#)

Setting limits with confidence around your time and attention

- [Available/Not Available](#)
- [I’m not going to sit with you](#)
- [I won’t be watching you work](#)

Practical Life: Activity Guide



Preliminary Activities

The little things make a big difference! How to show, not tell, your young child what to do successfully

- [How to wipe up a spill](#)
- [How to pour water](#)
- [How to lift a glass with care](#)

Practical Life Activities

Logical sequencing, purposeful work with the hands, and connection to one's community

- [Watering a Plant](#)
- [Walking on the Line](#)
- [Patio Scrubbing](#)
- [Window Washing, Two Ways](#)
- [Basic Sewing](#)
- [Sewing a button](#)
- [Slicing a Banana](#)
- [Flower Arranging](#)

The Prepared Environment: Choosing Materials

A child in the First Plane of Development is constantly taking in their surroundings. These impressions inform the orientation, order, intelligence and personality of the child. ***Because of this, the child is always learning.***

A thoughtfully Prepared Environment that meets the needs of the child is the key to healthy development. ***Remember, the Prepared Environment is not just the classroom; it can be your home or a grandparent's home.***

Remember these characteristics when evaluating your Prepared Environment:

- Materials and activities are accessible to the child (child height) and the child knows how to use them; materials are in good repair and displayed in an orderly way
- Activities are purposeful and hold your child's interest; they allow the child to participate in family life, to work joyfully, and to feel a sense of dignity and respect
- Activities are made of natural, beautiful and even breakable materials; the environment is rich with Spoken Language and relevant Grace and Courtesy lessons
- There is a designated space for the child to work
- The Prepared Environment contains a patient adult that sets firm and loving limits, connects the child to the materials and activities available, and observes the child carefully to see that all of her needs are met.
- The Prepared Adult understands that only the child can do their big work of self construction, and allows for this amazing journey to take place with care, compassion and self reflection

[Guidelines, Gatekeeping, and Gratitude](#)

[Beauty is Everywhere a Welcome Guest](#)

The Prepared Environment: Choosing Books

When choosing books for the classroom, we follow a few simple guidelines. We make sure the books:

- *Are reality-based: this allows children to connect stories to their own lived experiences*
- *Represent a variety of cultures, ethnicities, and ideas*
- *Show emotions being expressed*
- *Contain illustrations created using a variety of mediums (collage, watercolor, line drawings, etc)*

Like everything else in our environments, books can and should be real and beautiful. Not all books made for children follow these guidelines!

For further support on choosing books:

[Selecting Read-Aloud Books](#)

And some examples of children's books we love:

[Ms. Hunt's Book Wish List](#)

[Ms. Crews' Book Wish List](#)

The Prepared Environment: Supporting Independence

Toilet Learning

- [Respectful Diaper Changes](#)
- [Montessori Approach to Toileting](#)
- [How We Montessori: Toilet Learning Tips](#)

Dressing

- [The Montessori Toddler- Getting Dressed at 18 Months](#)
- [3 Steps to Help Children Dress Independently](#)

Sleep

- [It's Okay to Be Scared: 5 Tips for Easing Bedtime Fears](#)
- [Solving Toddler Sleep Issues with Lisa Sunbury](#)

Mealtimes & Eating

- [Division of Responsibility in Feeding](#)
- [Video: Grocery Shopping with 3 Year Old Twins](#)
- [Secrets to Enjoying Healthy Meals with Our Children](#)
- [Giving Children the Gift of Healthy Eating](#)

The Prepared Adult: Background Resources

Being with children in this new way is a bit of a paradigm shift. Here are some of our favorite resources around how we view children and some basic principles we implement.

[Alfie Kohn: Five Reasons to Stop Saying 'Good Job'](#)

Why we don't use rewards in a Montessori classroom, and how our language has unintended effects

[The Fuss About Crying](#)

Reshaping our relationship with children's emotions

[Five Ways to Teach Children About Consent](#)

Consent begins young, in ways we may not think about

[Why is my child behaving this way? \(A checklist\)](#)

Understanding development can make all of our lives easier

[You can do hard things](#)

Our take on how children learn "perseverance"

[Raising Emotional Intelligence and Resilience for a Meaningful Life](#)

"Discomfort is the price of admission to a meaningful life"

The Prepared Adult: Self Care Resources

Here are some of our favorite resources around being an adult who is compassionate with children. This is an ongoing and personal journey that will continue throughout your life. These resources will help you gain knowledge, skills and reassurance as you grow into the Prepared Adult.

We have drawn from some of these over the past weeks:

[*Janet Lansbury*](#)

[*Montessori Northwest*](#)

[*Montessori Daoshi*](#)

[*Montessori Institute of North Texas: webinars*](#)

[*Montessori Institute of San Diego: webinars*](#)

[*Respectful Caregiving*](#)

[*Montessori Guide*](#)

[*Parents as Teachers*](#)

With Gratitude



“Adults must now organize afresh and this time not for themselves but for their children. They must raise their voices to claim a right that they cannot see through their innate blindness, but which, once seen, is indisputable. If society has been a faithless guardian to the child, it must now make restitution of his goods and give him justice.”

-Dr. Maria Montessori, “The Secret of Childhood”