



LEARNING FROM HOME

A Handbook for Parents

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

Learning from A Montessori Perspective



As we embark 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 instills 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 Quest 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 Elementary and Middle School 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)
- Each classroom has provided a schedule that replicates your child's day at Quest. Consistency is important, but it must also fit with your family's life. If the provided schedule does not work for you, involve your child in making a new schedule.
- 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;
- folding laundry;
- 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.

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 Quest that they reach their fullest potential and feel that they are a valued part of our community.

Toddlers



Suggested Daily Schedule for Toddlers

Routine and consistency is very important for your toddler.

Morning	Wake up and assist in making bed. Use the bathroom, brush teeth. Make breakfast with your child, eat and clean up. Rotate through activities one at a time for an hour and a half. Have a few choices of activities for children to choose from. Remember to make time for a bathroom break.
Mid-Morning	Snack Break: children can set the table, eat, and clean up.
Late Morning	Work time (indoor or outdoor) for an hour. Read stories, sing songs, listen to music and singalong.
Lunch	Set up for lunch and have lunch. Clean up and use the bathroom. Outside play time if the weather is appropriate, for at least 30 minutes.
Afternoon	Use the bathroom and take a nap. Wake up and use the bathroom. Listen to music and look at books.

It is important to continue toilet independence during this time at home. The teachers will be in touch with you to help guide you with each child's toileting pattern.

Toddler Program Expectations

Students may be expected to:

- Enjoy family life with developmentally appropriate contributions.

Parents are invited to:

- Remain mindful and respectful about the growing self-esteem and sense of independence that your child is developing.
- Help your child with the hardest part of a task (not the whole task).
- Initiate verbal communication frequently, ask question, share concerns and observations.
- Be consistent; follow routines and clear sequences for each activity.
- Limit screen time.
- Include your child in household chores.
- Provide opportunities for outdoor activities (gross motor skill development).
- Let go of perfection. What you are experiencing now is not the final goal, it is foundational.
- Enjoy and appreciate time with your child.

Toddler teachers will:

- Initiate individual support and communications based on each child's needs.
- Provide detailed updates and consultation (as required) regarding toilet learning, sleeping habits, and activities (fine or gross motor).
- Share current class routines and suggest guidance in setting up daily routines at home.
- Share guidelines and suggestions for screen time.
- Share general and individual suggestions for activities for fine and gross motor skills, providing pictures, videos, and materials for parent viewing as appropriate.
- Provide suggestions for books and songs to support language acquisition.
- Provide videos of teachers singing and performing hand actions to well-loved class songs.
- Share suggestions for practical life activities at home such as recipes, food prep, house chores, clothing tips, etc.
- Be responsive to parent questions and available to offer guidance and tips for activities or any other element of support for your child's development.

Toddler Prepared Environment

"A place for everything and everything in its place" is one of the critical principles of Montessori at home. Having a place for everything, on a child-friendly scale, means that children know where to find what they need, and have a place to put things when they're done. This is an essential tool in teaching them to be responsible for their belongings. External order gives the children internal order and security. An ordered environment also has fewer distractions, allowing children to focus on the task at hand.

Have a place in each room for your child's carefully chosen belongings: by the front door have a stool to sit on and a place to hang coats and keep shoes. In the living room have a place for your child's books and toys neatly and attractively organized. Think out the activities and materials for all living spaces and arrange the environment to include your child's activities.

- Store clothing in low drawers or baskets, as well as move the rod in the closet down to eye-level so your child can reach their clothing.
- Place step stools in both the kitchen and bathroom to enable them to wash their hands and, in the case of the kitchen, help with meal preparation.
- Place toys, games and art supplies on low shelves where your child can easily access them, then separate these toys into various baskets, bins or shelves, so the items stay separate and are easy to find without sifting through piles of other toys.
- Store healthy snacks down low in your refrigerator or pantry so your child can help themselves.
- Keep beverages in small pitchers located on the lower shelf in the fridge, with child-friendly cups nearby. When your child is thirsty, allow them to help themselves — just be sure to keep a sponge/some rags nearby, so they can clean up any messes they make.
- Don't put out too many toys and books at one time. Those being used by your child at the moment are sufficient. Rotating is a good idea – taking out those books and toys that have not been chosen lately and removing them to storage for a time. Children grow and change and they need help to keep their environment uncluttered and peaceful.

Activities for Toddlers at Home

Practical Life

- Food Preparation
 - Preparing their own snack: cutting half of an apple (cut horizontally) using an apple slicer, squeezing orange juice, spreading cream cheese or jam on half of a bagel or bread.
 - Slicing vegetables and fruit for snack and dinner.
 - Baking: have ingredients pre-measured and in jars.
- Care of Self
 - Dressing and Undressing: give your child enough time to practice dressing and undressing by themselves.
 - Toileting: It's important to continue with the toilet learning process.

Activities for Toddlers at Home

- Care of Environment
 - Mopping, sweeping, or use of a dustpan and dust brush.
 - Helping with laundry.
 - Watering plants and leaf washing.
 - Window washing, dusting, and wood polishing of large furniture in the home.
 - Taking care of pets.
 - Loading and unloading dishwasher, dishwashing by hand.

Art Work

- Coloring, painting, collage, playdough, sidewalk chalk.

Outdoor Activities

- It is always fun for children to spend time with their parents in nature. So take some time out of your busy schedule to explore outdoors with your child. I guarantee, you'd enjoy the experience as well as your children would. Here are a few ideas for connecting your child with nature:
- If you have 15 minutes:
 - Watch the clouds and see what animals you can make out of them.
 - Hug some trees and try to find one that your arms fit perfectly around.
 - Turn over a rock and see what is hiding underneath.
- If you have 30 minutes:
 - Do a backyard/nature treasure hunt.
 - Try your hand at rock stacking.
 - Grab some leaves or pieces of bark and race them down a creek.
- If you have an hour:
 - Go for a walk and make note of all the sounds you hear.
 - Find a nature trail and help children make up a game or collect bugs or leaves.
 - Pack some food and have a picnic.

Language

- Naming things in both indoor and outdoor environments.
- Read together: let your child choose the books, talk about how the characters might be feeling and wonder together what will happen next. Reading with your child teaches more than literacy and language skills. He is learning that you value his interests and choices, and that you love him and enjoy being close to him. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience.
- Singing songs and do finger-plays
- Narrate what you do as you go through your daily routines.
- This helps your child connect words with objects and actions. "I'm washing the dishes. I'm squeezing the yellow dish soap into the warm water."

All these activities will help limit screen time.

Primary



Suggested Daily Schedule for Primary

Early Morning	Set up and clean up breakfast, load dishwasher. Basic chores: collect dirty clothes, sort laundry, help load washing machine. Prepare morning snack (place in accessible area to be eaten later), clean up.
Mid-Morning	Uninterrupted work cycle. Children should engage in activities to practice skills for practical life, sensorial work, language, or math.
Lunch	Prepare (set up, clean up) lunch. Quiet Time: this may include nap, reading books, handwork, reflective time. No screen time.
Afternoon	Afternoon work time. Include time for care of the environment and preparation for the next day's work.

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 with developmentally appropriate contributions.

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.

Primary teachers will:

- Connect with families individually to make recommendations based on each child's individual developmental and academic needs.
- Send out a daily/weekly emails with suggestions for activities for practical life, sensorial, language, and math activities as well as topics related to implementing Montessori at home, child development and how to support your child's needs during this time.
- 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.

Activities for Primary at Home

Practical Life

- Ages 3 to 4:
 - Meal or Snack Preparation: slicing vegetables, fruit, cheese, etc.
 - Baking: measuring and mixing ingredients.
 - Kitchen Care: loading and unloading the dishwasher, washing dishes by hand, sweeping floors.
 - Pet Care: walking, playing with, and grooming.
 - Dusting: the leafs of plants with a soft cloth or furniture around the house.
 - Nature walks in the yard or about the neighborhood with a list of things to find.
 - Walking on the Line: make a masking tape line throughout the house and walk carefully on the line.
 - Art: coloring, painting, collage, sidewalk chalk.
 - Cutting and gluing - for example find and cut all of the plants in a magazine; glue into a collage.
 - Sewing shapes/pictures onto napkins, hand/kitchen towels, etc.
- Ages 5 to 6 — Any of the above plus:
 - Cutting (advance searches: mammals, birds, amphibians, etc.)
 - Baking: reading, measuring and mixing simple recipes.
 - Handwork: crocheting, finger knitting, or sewing words, initials, or pictures on napkins, hand towels, etc.
 - Origami

Sensorial

- Ages 3 to 4:
 - Exploring the home for 2 dimensional shapes (rectangles, squares, circles, etc.).
 - Exploring the home for 3 dimensional shapes (spheres, cylinders, cones, cubes, prisms).
 - Explore the home for textures that are rough or smooth.
 - Exploring sound by tapping on different objects (pot, glass, wooden cutting board, etc.) with different objects as well (tap with a metal spoon, then a wooden spoon).
- Ages 5 to 6:
 - Exploring spices and attempting to recognize them by scent.
 - Comparing the various shapes of leaves found amongst the house plants.
 - Drawing a picture that includes certain shapes i.e., 1 circle and 3 rectangles, or 1 square and 4 triangles).

Language

- Ages 3 to 4:
 - Sound Games/I-spy: Something that begins with the sound /s/.
 - Question Game: Have a conversation using who/what/when/where/why questions.
 - Singing new songs (different languages).
 - Tracing shapes, letters in flour (pour flour in a cookie sheet).

Activities for Primary at Home

Language (continued)

- Ages 5 to 6:
 - Write a letter to a friend or family member to mail.
 - Assist in writing list of things to do for a day or a week.
 - Write a story or a play and read aloud or act out when finished.

Mathematics

- Ages 3 to 4:
 - Scavenger hunt/counting objects collected.
 - Counting objects (beans, pennies, etc.).
 - Sorting laundry.
 - Sorting silverware.
- Ages 5 to 6:
 - Hopscotch math—all operations can be done, just make your hopscotch go higher than 10.
 - Math facts with dice.

Lower Elementary



Suggested Daily Schedule for Lower Elementary

Early Morning	Make breakfast and clean up. Complete chores (i.e. pet care, care of self, make bed, laundry, etc.)
Mid-Morning	Workcycle. Teachers will send or make available specific instructions for children to engage in activities to practice skills for math, language, and cultural. Please see below for suggested activities. Include at least thirty minutes of individual quiet reading time. Make sure to include time for snack and movement.
Lunch	Make lunch and clean up.
Afternoon	Afternoon work cycle. Finish uncompleted work from the morning work cycle is encouraged. Listen to read-aloud recordings. If all work has been finished, choose additional work. PE and art activities.

Lower Elementary Program Expectations

Students are expected to:

- Plan and organize work with guidance from parents.
- Plan and record their work using learning journal pages, choosing at least a math, language, and cultural each day.
- Follow teachers' guidelines and academic expectations.
- Work with integrity on tasks—do your best!
- Ask for help when needed.

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule together.
- Follow along with the teachers suggested activities to maintain skills and concepts.
- Provide opportunities for your child to share and present work to you.
- Ask for guidance.

Lower Elementary Teachers will:

- Provide a list of appropriate tasks and activities for children to complete at home in order to maintain and move their learning forward.
- Communicate child-specific academic tasks to parents.
- Communicate in a consistent fashion with parents, replying to emails within 24 hours.
- Share a daily "Morning Greeting" via email or video.

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

Mathematics

Math Facts

Operations specific to each child will be sent via email

- Activities:
 - Make flash cards
 - Use playing cards
 - Roll Dice
 - Skip count
 - Apps if needed

If all operations have been mastered, work on speed.

General

- Read and write numbers into the millions.
- Identify place value of numbers.
- Solve addition, subtraction, multiplication, and division problems abstractly, using just pencil and paper.
 - Specific operations that children can work on abstractly will be sent via email.
 - Sample problems will be provided.
 - Children can create their own problems.
- Create story problems and solve them.

Fractions

- Follow a recipe and talk about fractions. Would you need to do to double or triple the recipe?
- Identify fractions in everyday life.
- Draw figures (squares, rectangles, circles, triangles) and divide them into fractional pieces and label each one.

Geometry

First Years

- Identify shapes around the house.
- Construct shapes using various materials.
- Draw straight and curved-lined figures.
- Identify objects around the house that have straight or curved lines.
- Measure objects in inches.
- Build structures with household objects.

Second Years

- Identify shapes around the house.
- Construct shapes using various materials.
- Using a ruler, draw equilateral, isosceles, and scalene triangles.
- Measure objects in inches and centimeters.
- Build structures with household objects.

Third Years

- Identify angles around the house.
- Draw and label angles (acute, right, obtuse, straight).
- Measure objects in inches and centimeters.
- Build structures with household objects.

Activities for Lower Elementary at Home

Language

All Students

- Thirty minutes of quiet reading time daily.
- Keep of journal of what you do each day.
- Write creative stories.
- Write and mail letters to your classmates.
- Listen to read-aloud recordings.
- Sight word practice if needed (individual lists will be sent via email).
- Cursive practice.

First Years

- Go on a word hunt in your favorite book: make a list of nouns, adjectives, and verbs you find.
- Make a list of common and proper nouns.
- Adjective pictures.
- Create and symbolize sentences with articles, adjectives, nouns, and verbs.

Second Years

- Go on a word hunt in your favorite book: make a list of nouns, adjectives, verb, prepositions, adverbs, and pronouns you find.
- Make a list of adjectives and write an antonym and synonym for each one.
- Symbolize sentences you find in books.
- Create and symbolize sentences using all parts of speech.

Third Years

- Go on a word hunt in your favorite book: make a list of nouns, adjectives, verb, prepositions, adverbs, and pronouns, conjunctions, and interjections you find.
- Symbolize sentences you find in books.
- Create and symbolize your own sentences.
- Oral question game.
- Find sentences in your favorite book, identify the subject and predicate.

Biology

- Spend 15 silent minutes a day in nature and record your observations.
- Sketch plants inside or outside.
- Read about plants and animals.
- Choose an animal to learn more about.

History

- Make a timeline of your day.
- Interview a family member in your house or over the phone about their life.
- Tell the time throughout the day using an analog clock.

Practical Life

- Help with daily chores:
 - Setting and clearing table
 - Loading and unloading the dishwasher
 - Washing dishes by hand
 - Sweeping
 - Baking
 - Preparing/cooking meals
 - Care for pets
- Vacuuming
- Dusting
- Laundry

Upper Elementary



Suggested Daily Schedule for Upper Elementary

Morning	Make breakfast and clean up. 8:30: Daily Morning Meeting/Check In
Mid-Morning (8-11)	Work Cycle: Teachers will send specific instruction for children to engage in activities to practice skills for math, language, and geography. Make sure to make time for snack and movement.
Lunch (11-12)	Make lunch and clean up and get OUTSIDE!
Afternoon	Afternoon uninterrupted work cycle. Children should engage in activities for biology and geometry from provided activity list and/or teacher recommendations. Make time for at least 30 minutes of silent reading. Complete chores (i.e. pet care, care of self, make bed, laundry, etc.)

Upper Elementary Program Expectations

Students are expected to:

- Plan and organize work as independently as possible.
- Follow teachers' guidelines and academic expectations.
- Be own advocate when assistance or further clarification is required.

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule.
- Follow along with the teacher's suggested activities to maintain skills and concepts.
- Meet and review your child's assignments; provide opportunities at home for work presentations.

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.
- Share a "Morning Greeting" via Google Meet. Time TBD.
- Lessons will be recorded and shared via Google Meet. Children will be invited to those lessons.

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.

Upper Elementary Program Expectations

Math Facts (Limit to 10 Minutes at a Time)

- Create flashcards of multiplication math facts 0-9.
- Here is [an article with a list of apps](#) to practice math facts.
- List all the factors of 18, 24, 36, and 54.
- Dice Rolling
- Jump rope while skip counting.

For daily math practice, complete **at least** 8-10 problems per day.

Whole Number Operations

- Create problems using a deck of cards.
- Multiplication (single digit and double digit multiplication)
- Division (single digit and double digit multiplication)

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.

Percentage

- Break down your day into percentages. What percent of your day is spent sleeping? Eating? Cooking? Daily Chores?
 - Create a pie chart to illustrate this.
 - Create a shopping list and calculate the tax.

Language

- Create a book of "small moments" describing specific events that happen in your day-remember to use your sense for adding specific detail. Try doing one event each day and illustrate your moment.
- Create a character, describing all of their traits-physical as well as personality-and write a story about them.
 - Label the parts of speech in your description.
- Make a list of common, proper, concrete, abstract and collective nouns.
- 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

Upper Elementary Program Expectations

synonym for each one.

- Find sentences in your current book, identify the subject and predicate.
- Illustrate a scene from a book
- Read, Read, Read
 - Identify articles, nouns, adjectives, verbs, preposition, pronouns and conjunctions within a paragraph or from any piece. If he or she is not sure about a particular word, look it up in the dictionary.

Geometry

- Identify shapes around the house.
- 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.
- Area/Volume: Find the area of object in your house. See if you can identify things that have the same area but different shapes.
- Find the area of things in your house (bedroom, living room, kitchen, windows, the whole house)
- Find the volume of something in your house like a sofa cushion, then see how many of those you'd need to fill your bedroom.
- Design a house on paper and see if you can build it with materials you have at home or find outside. Find its surface area and/or volume.

Biology

- Spring is underway and things outside are changing rapidly. Spend 15 silent minutes a day in nature and record your observations. Try to pick very specific things, like a particular plant, tree, bush or area of your yard and notice the changes that happen each day. You can do this through the window on rainy days!
- Start planting for the Spring. Choose some seeds and record your observations as well as get an early start on your garden.
- Sketch plants inside or outside.
- Research an endangered animal. Why is it endangered?

Geography

- Teachers will be sending home map assignments and country researches
- Research and make a list of "largest" things-largest country/mountain/river/desert/city. Try it for different continents and countries.
- Record the temperatures at a specific time each day and create a graph.

History

- Make a timeline of your life or a timeline of your family.
- 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.
- Research a pre-historic animal.
- Research an event, invention or person from history you find interesting.

Upper Elementary Program Expectations

Practical Life Suggestions

- Baking from start to finish (this includes cleaning up).
- Preparing/cooking meals
- Care for pets
- Help with Chores
 - Laundry
 - Making bed
 - Washing dishes
 - Cooking
 - Sweeping
 - Dusting
 - Washing Car
 - Organizing closet (folding, color coding, ironing)

Adolescent Program Expectations



Daily Schedule for Adolescents

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:30	Breakfast and care of environment at home				
8:30 - 9:00	M,W,Th - Morning Meeting via Google Meet; T, F - Class blog updates, reading, connecting				
9:00 - 10:00	Math 7th ELA 8th	Math 7th Work Block/Advisory 8th	Math 7th ELA 8th	Math 7th Work Block 8th	Math 7th ELA 8th
10:00-11:00	Math 8th ELA 7th	Math 8th Work Block 7th	Math 8th ELA 7th	Math 8th Work Block/Advisory 7th	Math 8th ELA 7th
11:00-12:00	Work Block	ELA	Work Block	ELA	Work Block
12:00 - 1:30	Outdoor time, lunch, break				
1:30 - 3:30	Work Block				

Work Block: science/humanities work, independent reading, art, Spanish, music, PE, completing projects and assignments from ELA/Math, blog contributions, journaling/free writing, independent study/projects (keep us posted!), cooking/creating/care of environment at home.

Adolescent Program Expectations

Students are expected to:

- Be present for morning meeting and scheduled classes
- Plan ahead and seek support as necessary to use work block times efficiently and productively
- Use the provided digital work journal to document progress and existing planners to keep track of due dates for projects and assignments
- Use Quest email and Google Classroom to keep up with assignments and communication
- Submit or review assigned work according to the guidelines
- Use spare work block time to pursue independent learning and projects as time allows
- Curate work to be submitted upon return to school

Parents are invited to:

- Check in with your child each morning to plan the day and maintain workspace
- Maintain daily conversations about work progress
- Invite your child to prepare a meal for the family once per week
- Invite your child to contribute more than usual to household chores
- Share news and current events as appropriate
- We request that parents use School Cues to notify us of student absence for whole or partial days. We will be taking attendance as usual.

Middle School Teachers will:

- Provide unit guidelines daily or by each Wednesday morning
- Review assignments daily or by each Wednesday morning
- Provide availability as needed during the week, either within a scheduled class or at a separately scheduled time
- Answer student or parent emails within 24 hours
- Advisors will schedule a weekly check-in with each student

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 otherwise having adult-style conversations is very important. We don't expect parents to review assignments, but please do support work completion.
- Adolescents crave and require social interaction. By maintaining daily live meetings and classes, the students will be able to interact in familiar ways.

Adolescent Program Expectations

Math:

- MS math is individually paced, so students will continue working from where they left off before break.
- The expectation is that students are working during the math class as outlined in the schedule with 20 minutes of additional work done during open work block time or as homework if needed.
- Blue will be accessible via Zoom for guidance during the class period. Students will need to download the Zoom app to whatever device they will be working on. Further details will be explained on the first day of class.

ELA:

- We will meet by grade level three days a week and as a whole class twice a week. Writing and reading lessons and projects will be ongoing. To start we will have class via Google Meet but may add other platforms as time goes on.
- For writer's workshop, projects will move through the writing process as usual, including peer and teacher conferencing.
- ELA class on Thursdays will generally be reserved for seminar discussions about short stories and a variety of other texts.
- Students will continue with free writing in their writer's notebooks and independent reading within the work block time.

Science:

- We will begin a new science unit.
- Content, assignments and due dates will be posted in the Google classroom.
- Science work should be done during the work block times. Lacey will be available via email to answer questions. If needed, we can set up a virtual meeting.
- If we are still using distance learning when we start the next humanities unit, that work will follow a similar format.

Work Block:

- Work block is a flexible time to work on science/humanities, independent reading, art, Spanish, music, PE, completing projects and assignments from ELA/Math, blog contributions, journaling/free writing, and cooking/creating/care of environment at home. We also anticipate students will have time within the open work block to pursue independent study and projects. Please bring ideas for this to advisory and document independent work in the digital work journal.

Practical Life

- Middle School 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 will be expected to organize their school time and materials. Students should reach out to a teacher if they find themselves struggling to schedule their time effectively.

Specialty Programs



Quest Montessori Specialty Classes for elementary and middle school include art, physical education, Spanish, and music. Lessons for these classes will be shared by the specialist teachers. It is recommended that children and adolescents receive 60 minutes of physical activity daily and weekly time for creative expressions. To compliment specialist assignments, families may also try:

Art: Keeping a nature art sketchbook, illustrating stories, making comic books, using air dry clay, painting with watercolor, making collages with paper and magazines from home, constructing art from recycled materials.

Physical Education: Working on sports skills, playing catch, jumping rope, walking and biking, family dance parties, yoga and meditation.

Spanish: Listening to Spanish language and/or music recordings via Spotify, language apps such as Duolingo, looking up and preparing a cultural meal together.

Music: Practicing an instrument, family sing-a-longs, sharing your favorite album or song with each other.

Resources for Families

Arts and Craft Activities

- Easy Peasy and Fun
- Left Brain Craft Brain
- The Handwork Studio
- Lunch Doodles with Mo Williams

Podcasts for Children

- The Big Life Kids Podcast
- Wow in the World
- Forever Ago
- But Why: A podcast for curious kids
- Pants on Fire
- Tumble
- Circle Round
- Reading Bug Adventures
- Good Night Stories for Rebel Girls
- The Purple Rocket Podcast
- Fierce Girls
- The Past and The Curious: A History Podcast for Kids and Families
- Sparkle Stories
- Earth Rangers
- Myths and Legends
- Peace Out
- Story Time
- What if World
- Brains On!
- Short & Curly
- Classic Kids
- The Alien Adventures of Finn Caspian
- The Unexplainable Disappearance of Mars Patel
- News Time

Frequently Asked Questions

When and how can I reach my child's teacher?

Email remains the best way to contact your child's teacher. If you wish to speak to a teacher, please use email to set up a time for a phone call. Be aware that teachers calling from their personal cell phones have been asked to block their number for privacy. Please do not contact teachers via their cell phones unless they ask you to.

When can I expect a response?

For now, you can expect a response within the same day if the email is sent within school hours and pertains specifically your child's work. We will have more details about this as distance learning begins and we figure the timing of teachers who are juggling planning, parent and student communications and their own parenting.

How much communication can I expect from the school?

Kathy will communicate with you directly should there be any updates on the coronavirus situation and how it might have a direct impact on school operations. You can also follow updates on the [Learning From Home page](#) on our website. She will also be reaching out on a regular basis to see how distance learning is working as we continually evaluate the process. If you have a specific question, email is the best way to contact her at: kbowen@questschool.org.

The frequency of communication from your child's teacher will vary depending on each program.

Can teachers tutor students individually online?

No. Teachers will be connecting with families on a class level, and also sharing suggestions, feedback, and expectations on an individualized or small group level where necessary. Video conferencing may be utilized for our older students for planning and MS advisory.

How much technology will be used?

This will vary greatly depending on the age of the students. Teachers will share information with families via email and Elementary and Middle School will use Google applications in varying degrees for class meetings, lessons, work assignments and to submit completed work. Your classroom teachers will share more information with you shortly.

How will the school keep me informed on the closure?

All closure updates and plans to reopen will be communicated via email.



“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