

Eucalyptus Program Themes & Components

"We seek to sow life in the child rather than theories, to help him in his growth, mental and emotional as well as physical....For what is the use of transmitting knowledge if the individual's total development lags behind?"
—*Maria Montessori*

Mind - Academics - Curriculum - Think

"The teacher's task is no small or easy one! He has to prepare a huge amount of knowledge to satisfy the child's mental hunger, and he is not, like the ordinary teacher, limited by a syllabus." - MM

MATH

- Small group lessons unit based using Montessori lessons to teach state standards content followed by practice assignments using Albanesi cards and textbook problems
- Independent self correcting work
- Basic math concepts timed, self correcting, self paced (Calculadders)
- Math Homework -Harcourt Brace reteach student book
- Geometry: weekly grade level lessons with follow-up activity portfolio style
- Math morning journal: daily 15 minute practical application of graphing, measurement, probability and Roman numerals recorded in math journal

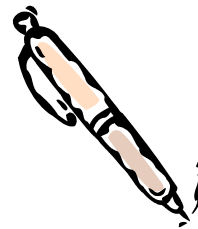


Language Arts

- Weekly small group lesson-Montessori based using Albanesi cards and follow-up activity
- Daily independent language job using standards based cards/pages
- Weekly independent work: symbolizing in cursive, root words, editor in chief

Writing

- Daily journal writing
- Weekly grade level lesson with follow-up assignment
- Monthly creative writing
- Monthly report using Montessori Made Manageable
- 6+1 writing traits for self evaluation



Reading

- In class historical fiction for literature circles
- 30 minutes silent reading 5x week
- Monthly assigned genre book and report
- 15 minutes teacher read aloud program 4x week
- Read naturally program
- Periodic assigned reading comprehension practice
- AR quizzes for books read- set number of points required



Geography

- Weekly study for sequential tests
- Evan Moore geography activity cards
- Free choice shelf jobs
- Periodic projects
- Mapping of current events



Science

- Two year program covering fourth and fifth grade state standards
- Unit based using Foss kits, Evan Moore Discoveryworks and Houghton Mifflin Text
- Inquiry based with experiments, research, field trips

Even Year

Rocks and Minerals (4th Earth 4a,b)

Field trip: Black Chasm Caverns

Chemistry (5th Physical 1a- i)

Solar System (5th Earth 5a, b, c)

Field trip: Discovery Museum Space Shuttle Mission

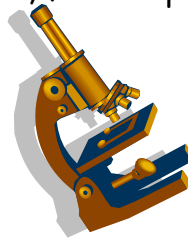
Plant studies (5th grade Life 2e, f, g)

Field trip Onsite: Tree Frog Treks

Ecosystems (4th Life 2 a- c; 3 a- d)

Treks

Field trip: Lake Tahoe Nature Center Ecosystem



Odd Year

Weather(5th Earth #4a-e)

Water Science

(5th Earth #3a-e)

Electricity/ Magnetism

(4th #1a-g)

Body systems

(5th Life #2a-g 4th #5a-c)

Field trip Onsite: Tree Frog

History

State Standards Social Studies

- Fifth graders are beginning a new social studies program called Social Studies alive!
- Fourth and fifth grade students will complete three projects and reports throughout the year.

Fourth: Native Americans, Missions, Gold Rush

Fifth: Explorers, Colonies and westward Expansion/Pioneers

- The standards are also covered using historical fiction for the major time periods. Using literature circles as a basis for further extension of in-depth discussion and geography.
- The following books are the basis for study:
 - (1) Fourth graders read:
 - (a) Unit 1 - CA Native Americans(4.2.1)
 - (i) Island of the Blue Dolphins
 - (ii) Read Aloud- Life of the CA Coast Nations
 - (b) Unit 2 - Spanish exploration of CA (4.2.3)
 - (i) Junipero Serra Brave Adventurer
 - (c) Unit 3- CA Mission Life (4.2.4, 4.2.5, 4.2.6)
 - (i) The Mystery on the CA Mission Trail
 - (ii) Read aloud-Song of the Swallows

- (d) Unit 4 - Mexican American War (4.2.7)
 - (i) The Stowaway
- (e) Unit 5- Westward Travel (4.3.2)
 - (i) Patty Reed's Doll
- (f) Unit 6 Gold Rush (4.3.3)
 - (i) Seeds of Hope
- (g) Unit 7 Railroad(4.4.1) or Women in CA History(4.3.4)
 - (i) The Iron Dragon Never Sleeps or
 - (ii) Riding Freedom

(2) Fifth graders read:

- (a) Unit 1 - Pre-Columbian settlements(5.1)
 - (i) Children of the Longhouse
- (b) Unit 2 - Early Explorers (5.2)
 - (i) Pedro's Journal
- (c) Unit 3- Settlers and native American relationships (5.3)

- (i) A Lion to Guard Us
- (d) Unit 4 - Colonial Era (5.4)
 - (i) Blood on the River
- (e) Unit 5- American Revolution (5.5)
 - (i) My Brother Sam is Dead
- (f) Unit 6 Declaration of Independence/US constitution (5.6,5.7)
 - (i) Sh! We're Writing the Constitution
 - (ii) We the People
 - (iii) The Declaration of Independence by Sam Fink
- (g) Unit 7 Immigration(5.8)
 - (i) Dear America: So Far from Home

Technology

Technology is currently taught using direct instruction by a technology teacher who comes in once a week giving each grade level s 30 minute lesson once a week. Technology is woven throughout the curriculum for reports, research, assessments and foreign language. The following topics are covered in the course of a year.

Computer Etiquette

MS Word

PowerPoint

Internet research skills

Creative Projects: greeting cards, brochures, flyers

Digital photography

Windows Movie Maker



Body- Movement-Control-Go Bananas

"We must support as much as possible the child's desires for activity; not wait on him, but educate him to be independent." - MM

Understanding that our mind is closely connected to our body/health the program incorporates movement into its routines in the following ways.

1) Daily movement of 15 - 20 minutes at the beginning of the morning



- Monday- Jog/walk
- Tuesday- Brain Gym
- Wednesday- Dance
- Thursday- Yoga
- Friday Exercises



- 2) Daily Body/mind control using the silence game and yoga mountain pose before work time.
- 3) Physical Education classes taught by a credentialed PE teacher twice a week including health education.

Soul- Imagination-Create-Balance

"The essential thing is to arouse such an interest that it engages the child's whole personality.... Our aim is not only to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core."-MM

Academic studies feed the mind just as creative expression feeds the soul. The program attempts to balance academic intelligence with creative intelligence in the following ways.

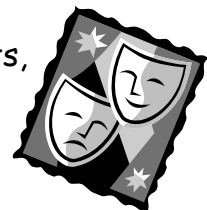
1) A rotational Visual and Performing Arts program one hour a week addressing VAPA standards through:



- Seasonal projects
- Art
- Acting/Music
- Dance
- Handicrafts
- Digital Photography



- 2) Culinary Arts-weekly cooking projects in class
- 3) Gardening- weekly Garden of Learning program
- 4) Music genre listening during clean up and silent work times
- 5) Instruments in class to explore: autoharp, chromaharp, electric keyboard, percussion instruments
- 6) Opportunities during free choice to explore: sewing, crocheting, clay projects, woodworking, and.....



Spirit-Character-Caring-Trust

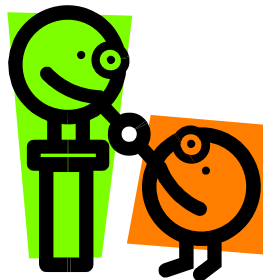
"The life of the spirit prepares the dynamic power for daily life..... It is the spirit of the child that can determine the course of human progress and lead it perhaps even to a higher form of civilization." -MM.

The final theme of the program is the basis for much future success in relationship to other people and self. The components for this class include:

- 1) Memorizing character developing poem for the school year:
 - Even Year: The Desiderata
 - Odd year: Anyway
- 2) Students choose a "theme" song for the year based on caring
- 3) Movie clips are presented exemplifying character traits
- 4) Students will create a wall of altruism exonerating selfless heroes
- 5) Class has a peace area with character and spirit giving resources including a "peace rose quartz" for conflict resolution
- 6) Daily class oral appreciations
- 7) In class written appreciation/self reflection for redirection reports available
- 8) Recovery time in another class provided for self reflection
- 9) Homework includes doing kindness acts and searching for positive current events
- 10) Adopt a charity and/or pen pals
- 11) Opportunities for storytelling or role-playing to explore character development



"Education must not limit itself to seeking new methods for a mostly arid transmission of knowledge: its aim must be to give the necessary aid to human development." -MM



"Merely to study is not to live, but to live is the most essential condition in order to be able to study." -MM