A Day in the Life of a K Student at PCM

All students at PCM are exposed to the same rigorous standards-aligned (CCSS-, NGSS-, model-, and SEL-specific) education. However, pacing and route to meeting those standards will look different from student to student due to the individualized, learner-centered model. To provide a preview into a student’s day we introduce Adrian, a K student in his first year of Montessori. It is about halfway through the school year. Yellow shading signifies the AM and blue shading signifies PM.

~7:45 – On arrival, Adrian greets staff members and plays with his friends as they arrive.
8:15 – Students gather for a brief Grand Community meeting focused on PCM’s fifth core value (E: I ENGAGE with my community) before heading to their classrooms.
8:25 – K-4th grade students are dismissed to their classrooms, accompanied by their classroom assistants (CA’s).
8:30 – Adrian greets his teacher and friends as he joins his morning Community Circle. The sing a gathering song together and review the calendar: one of the Adrian’s classmates is chosen to put up and name the number day, day of the week, month and year.
8:48 – The teacher asks children to close their eyes and think of the work they would like to accomplish today. Adrian thinks: finish working on the 100 board I started yesterday. Adrian will then be able to check this off his task sheet in his personalized work plan.

~8:50 – When dismissed, Adrian goes to his saved work, working to recognize numbers and the patterns from 1-100. He finishes putting the numeral tiles in order by 9:40. He notices the number patterns as he admires his completed work. “I did it!”, reports Adrian to his CA. The CA checks Adrian’s work and helps Adrian update his task sheet. Adrian decides that he would like to write from 1 to 100 but needs a break!
~10:00 – Adrian washes his hands and goes to the snack area to eat snack.
~11:00 – Adrian continues working on writing from 1-100. He is proud of the numerals he makes and pleased that he to complete this big work.

~11:20 – Adrian is invited to read his next Bob Book to his teacher. He achieves his goal and the teacher approves Adrian to take his book home to practice reading to his family.

~11:30 – Adrian is invited by his friend, Rose, to work on the ‘Parts of a Frog,’ a lesson they were introduced to yesterday. This work includes tracing the components of the frog, identifying the parts, and comparing them to the classroom frog, Bob. The last step is to label the parts of the frog on the paper and color the frog.
11:50 – It is five minutes until clean-up time. Adrian and Rose realize they will not finish their frog work and retrieve trays and nametags to save their work.

11:55 – The task team initiates the clean-up song. As students clean up their work, they head to their cubbies to put on their outside shoes and coats. Kids who are ready sit on the line.
12:00 – Adrian is excited to play outside in the fresh snow with friends! They make a big snowball.

12: 40 – Recess ends and the class heads inside for lunch.
~1:05 – Adrian cleans up from lunch a little early. He looks at books in the reading corner. More friends join as they finish lunch and clean up.

1:25 – The teacher rings the bell gently to gain the classes attention. She reminds students it is time for their directed activity time and reminds them the options this week are yoga and music (the latter is also a form of Spanish-language enrichment). Today Adrian decides to participate in yoga. His group is greeted by the elderly ladies who participate in the class as well. They sometimes volunteer at school.

2:05 – After returning from yoga, Adrian is excited to begin his silent sustained reading.
2:20 – He moves into journal writing and spends 10 minutes drawing pictures and writing a story in his journal (using developmental spelling). He writes about his grandparents.

2:30 – Adrian is feeling tired. He pulls out his yoga matt and goes to the calm area to nap until 2:50.

~2:50 – After his rest Adrian decides to eat afternoon snack then finish his frog work. After cleaning up his snack areas he retrieves his tray from the shelf and gathers the materials he needs; pencil, small ruler, and colored pencils.
3:10 – Adrian cleans up his frog work and, with the help of the CA, holepunches and files his work under the appropriate tabs in his binder. He is so excited to take his binder home on Friday to share with his family! Adrian shares with his CA he would like to work on his map. The CA reminds him of the time and suggests he begin setting aside the materials for tomorrow afternoon. Adrian asks why not during morning work cycle? The CA reminds him there is a library walkabout in the morning. Adrian makes sure his map work is arranged neatly on his rug and adds his name tag to save the work.

3:20 – Adrian’s teacher signals that it is time to do final work clean-up for the day and perform end-of-day tasks. Adrian’s end-of-day task for the community is sweeping, his favorite!

3:30 – Adrian joins his classmates sitting in the circle for end-of-day circle. Today they are doing a ‘talking hearts’ circle. The students pass around a heart that makes a beautiful ringing sound when shaken. Each child shares one thing that made their heart happy that day. Then they shake the heart, making it sing, then pass the heart on.

3:45 – The teacher goes through reminders for tomorrow. Since there are no community issues that need to be addressed, the teacher ends the day with a story that emphasizes community behaviors.

3:55 – Children are getting ready for dismissal; either to go home or to the YMCA Afternoon Finale Program (extended day care). The program begins with a team meeting in the rec room. Adrian rides the bus home to his house on Military Hill.