

Language Curriculum Guide

Course Description: Using the Montessori method of education, this work plan will provide the teaching of knowledge and skills for students to develop their vocabulary and be introduced to early writing, listening and speech. Students will expand their knowledge of the alphabet and phonological awareness, and use those curriculum lessons to provide order and structure for pre-writing, reading, and oral language skills.

Goals/Objectives:

Students will know, and be able to apply their learning in the following ways:

- Identifying Pictures of Objects with Unusual or Complex Names
- Naming parts of the Body
- Becomes familiar with numbers through words & quantities
- Recognizes and practices phonetic sounds
- Expands Vocabulary
- Familiar with letters and their phonetic sounds
- Creates a story from pictures or by using their imagination
- Practices listening skills
- Identifies and names objects
- Matches letters

Instructional Methods/Strategies: Students will enjoy the freedom to be free to choose what work to do or what materials to explore. In addition they will have the opportunity to correct their own mistakes by doing the work themselves. During these sensitive periods, children are being observed closely to determine when they are most ready and willing to learn a specific skill and subsequently demonstrating the steps necessary to develop that skill. This instructional model is based on Montessori ideas about sensitive periods, periods of time in which, given ample opportunities, children become absorbed and focus their attention and energy on one thing, sometimes seeming driven to develop a certain skill. The curriculum allows students to learn using Puzzles, Sand Letters, the SMART Board, storytelling, reading games, songs, poetry, language manipulatives, and how the writing instruments will be used.

Math Curriculum Guide

Course Description: The Montessori practical life and sensorial activities give indirect preparations for math. As the course progresses, the math objectives and instructional materials build upon prior lessons and challenge students to continue to develop their mathematical awareness. Students use concrete materials to introduce abstract concepts and to give a sequential understanding of mathematical concepts.

Goals/Objectives:

Students will know, and be able to apply their learning in the following ways:

- Geometrical shapes
- Numbers through words and quantities
- Counting in order 1-10
- Developing an understanding of time
- Developing sorting
- Matching objects
- Identifying the correct number of objects
- Recognizing symbols used for fractions

Instructional Methods/Strategies: Students will enjoy the freedom to choose what work to do or what materials to explore. In addition they will have the opportunity to correct their own mistakes by doing the work themselves. During these sensitive periods, children are being observed closely to determine when they are most ready and willing to learn a specific skill, and subsequently demonstrating the steps necessary to develop that skill. This instructional model is based on Montessori ideas about sensitive periods, periods of time in which, given ample opportunities, children become absorbed and focus their attention and energy on one thing, sometimes seeming driven to develop a certain skill. Other instructional resources include puzzles, red and blue rods, sandpaper numerals, spindle boxes, pink tower, brown/brad stair, shapes, cards and counters, blocks, and other math lessons/activities.

Sensorial Curriculum Guide

Course Description: Sensorial activities are used in Montessori learning to help children understand differentiation and order. They also help broaden and refine a child's senses. When a child combines Montessori-designed materials with sensorial work, it helps him or her become more logical, perceptive, and aware. Many Montessori materials are designed to assist in visual discrimination by allowing a child to recognize differences in dimension, length, width, and size for example the pink tower. Montessori activities such as the brown stair, red rods, knobbed cylinders, and color tablets can also enhance the visual senses. The auditory sense is also developed through sensory materials like sound cylinders and bells, while the tactile sense is sharpened through the use of touch screens and felt fabric. A child differentiates tastes by strengthening her or her gustatory sense through activities such as food preparation and food tasting. Using Montessori materials, such as scent bottles, can help a child differentiate smells with their olfactory senses.

Goals/Objectives:

Students will know, and be able to apply their learning in the following ways:

- Development of grip
- Develop creativity
- Differentiate sizes, colors, shapes, sounds, weight, length, and height
- Investigate and identify outdoor objects
- Understand the perception of dimensions

Instructional Methods/Strategies: Students will enjoy the freedom to choose what work to do or what materials to explore. In addition they will have the opportunity to correct their own mistakes by doing the work themselves. During these sensitive periods, children are being observed closely to determine when they are most ready and willing to learn a specific skill, and subsequently demonstrating the steps necessary to develop that skill. This is based on Montessori ideas about sensitive periods, periods of time in which, given ample opportunities, children become absorbed and focus their attention and energy on one thing, sometimes seeming driven to develop a certain skill. The curriculum allows students to participate in lessons using blocks, knobless cylinder blocks, pink tower, brown stair, red and blue rods, circle, triangle, and square boards, sound cylinders, smelling bottles, puzzles, color bears lessons, stacking cups, and more sensory material and activities.

Practical Life Curriculum Guide

Course Description: Learning practical life skills is one of the best ways for young children to practice and develop their fine and gross motor skills, develop confidence in their abilities, develop independence, and learn to get along with others. Practical life skills include such things as cleaning, caring for the environment, and preparing food. Using practical life examples allows students to develop motor control and coordination, concentration, and develop a sense of responsibility.

Goals/Objectives:

Students will know, and be able to apply their learning in the following ways:

- Remove/fasten clothing to use the restroom
- Remove and put on shoes
- Develop practical skills
- Drink from a regular cup
- Eat by himself/herself using utensils
- Gain muscle memory
- Open and close lunch box zipper/velcro
- Potty train
- Sense of order
- Sequential thinking
- Perform a three-finger(pincer) grasp

Instructional Methods/Strategies: Students will enjoy the freedom to choose what work to do or what materials to explore. In addition, they will have the opportunity to correct their own mistakes by doing the work themselves. During these sensitive periods, children are being observed closely to determine when they are most ready and willing to learn a specific skill, and subsequently demonstrating the steps necessary to develop that skill. This is based on Montessori ideas about sensitive periods, periods of time in which, given ample opportunities, children become absorbed and focus their attention and energy on one thing, sometimes seeming driven to develop a certain skill. The curriculum allows students to participate in lessons using sponge squeezing, lids and containers, spooning, scooping, clothespins, tongs, stringing beads, scrubbing, polishing, and rolling a mat or rug.

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