

Chapter 1 : Maria Montessori Quotes | American Montessori Society

Maria Montessori Essay Sample. Maria Montessori work was innovative at a time when children learned by rote she encouraged children to organise their own activities and absorb information from their environment.

Montessori Materials that Teach Writing to Preschoolers written by: Sandpaper letters and numerals, and the metal insets are the three main materials used in the Montessori preschool classroom. The preschool child sensitizes his fingers, then traces the letter while saying the phonic sound. The path that he follows is the same followed in proper formation of the letter in handwriting exercises. He traces the letter over and over again. Further practice can be done with the sandpaper letters. Using a tray filled with sand or cornmeal, the child can trace the sandpaper letter, then try to recreate the shape in the tray. He can also trace the letter in shaving cream, or along the outside of a ziploc bag filled with colored paint. When he is ready to use a pencil, the child can also trace the sandpaper letter, then try to recreate it on paper. In the Montessori math area, she created sandpaper numerals. They are similar to the sandpaper letters, in that they are used to identify the numerals from 0 - 9. They are also presented in the same fashion that the numerals are written, again stereognostically imprinting their formation on the child. Supplemental activities are the same for the sandpaper letters: They are made up of stencil-like metal frames in the following shapes: Each frame also has a metal inset with a tiny knob that fits inside. This way the child worries less about holding the paper steady when commencing with these activities. The first presentations are of using one colored pencil with one frame. The circle, being the simplest shape, is often demonstrated first. Deliberate emphasis of properly holding the pencil is given by using the subdominant hand to place the pencil into the three-finger grip of the dominant hand. The metal frame helps her maintain control over her movements. After the child has mastered tracing the frame, she begins to practice making lines inside the shapes. She makes vertical strokes, connecting the top of the shape to the bottom, and horizontal strokes, connecting the left side to the right. These strokes are commonly used when writing letter and numerals. For fun, and further pencil control skill development, she can also start making spirals by moving the frame a few centimeters in any direction around the paper, then tracing the shape again. Other shapes can be overlapped, with patterns of vertical and horizontal lines drawn in the newly formed shapes within. Later, the child uses the pincer grasp with the subdominant hand to hold the metal inset as she traces around it. She tries to match up the inset tracing to the frame tracing, each one represented by another color. She can also practice coloring in the shapes, staying with in the lines. Work with the metal insets is highly encouraged prior to the preschooler receiving any formal handwriting training. Initial activities are found in the Practical Life area. More can be found in the art area. Finally, Maria developed a few manipulative activities also used to prepare the hand for writing.

Chapter 2 : Maria Montessori Thesis Statement - Write a Dissertation about Maria Montessori Research

Additionally, Montessori writing differs from traditional school writing in the amount of time dedicated to the task, the individual freedom granted to writers, the assessment of such writing, and the integration of writing across the curriculum.

Self-Perfection Work also described as "purposeful activity" In the Montessori approach, these human tendencies are seen as driving behavior in every stage of development, and education should respond to and facilitate their expression. Montessori education involves free activity within a "prepared environment", meaning an educational environment tailored to basic human characteristics, to the specific characteristics of children at different ages, and to the individual personalities of each child. In addition to offering access to the Montessori materials appropriate to the age of the children, the environment should exhibit the following characteristics: She saw different characteristics, learning modes, and developmental imperatives active in each of these planes, and called for educational approaches specific to each period. During this period, Montessori observed that the child undergoes striking physical and psychological development. The first-plane child is seen as a concrete, sensorial explorer and learner engaged in the developmental work of psychological self-construction and building functional independence. Montessori introduced several concepts to explain this work, including the absorbent mind, sensitive periods, and normalization. She believed that this is a power unique to the first plane, and that it fades as the child approached age six. In Montessori education, the classroom environment responds to these periods by making appropriate materials and activities available while the periods are active in each individual young child. She identified the following periods and their durations: During this period, Montessori observed physical and psychological changes in children, and developed a classroom environment, lessons, and materials, to respond to these new characteristics. Physically, she observed the loss of baby teeth and the lengthening of the legs and torso at the beginning of the plane, and a period of uniform growth following. Psychologically, she observed the "herd instinct", or the tendency to work and socialize in groups, as well as the powers of reason and imagination. Developmentally, she believed the work of the second plane child is the formation of intellectual independence, of moral sense, and of social organization. Montessori characterized the third plane by the physical changes of puberty and adolescence, but also psychological changes. She emphasized the psychological instability and difficulties in concentration of this age, as well as the creative tendencies and the development of "a sense of justice and a sense of personal dignity. Developmentally, Montessori believed that the work of the third plane child is the construction of the adult self in society. Montessori wrote comparatively little about this period and did not develop an educational program for the age. She envisioned young adults prepared by their experiences in Montessori education at the lower levels ready to fully embrace the study of culture and the sciences in order to influence and lead civilization. Some smaller aspects that could be integrated into montessori schools include geography, art, and gardening. Education and peace[edit] As Montessori developed her theory and practice, she came to believe that education had a role to play in the development of world peace. From the s to the end of her life, she gave a number of lectures and addresses on the subject saying in , Preventing conflicts is the work of politics; establishing peace is the work of education. They are educational stories that also spark the imagination of the students. It is important to not rush through them and give time for research in between. It is also important to share these lessons as early in the year as possible. A nido, Italian for "nest", serves a small number of children from around two months to around fourteen months, or when the child is confidently walking. Development of independence in toileting is typically emphasized as well. Some schools also offer "Parent-Infant" classes, in which parents participate with their very young children. This level is also called "Primary". A typical classroom serves 20 to 30 children in mixed-age groups, staffed by fully trained teachers and assistants. Classrooms are usually outfitted with child-sized tables and chairs arranged singly or in small clusters, with classroom materials on child-height shelves throughout the room. Activities are for the most part initially presented by the teacher, after which they may be chosen more or less freely by the children as interest dictates. Classroom materials usually include activities for engaging in practical skills

such as pouring and spooning, washing up, scrubbing tables and sweeping. For example, to teach writing, students use sandpaper letters. These are letters created by cutting letters out of sandpaper and placing them on wooden blocks. The children then trace these letters with their fingers to learn the shape and sound of each letter. Another example is the use of bead chains to teach math concepts, specifically multiplication. These materials help build a concrete understanding of basic concepts upon which much is built in the later years.

Elementary classrooms[edit] Elementary school classrooms usually serve mixed-age 6- to 9-year-old and 9- to year-old groupings; 6- to year-old groups are also used. Lessons are typically presented to small groups of children, who are then free to follow up with independent work of their own as interest and personal responsibility dictate. Montessori educators give interdisciplinary lessons examining subjects ranging from biology and history to theology, which they refer to as "great lessons. Student-directed explorations of resources outside the classroom are integral to the education. Middle and high school[edit] Montessori education for this level is less well-developed than programs for younger children. Montessori did not establish a teacher training program or a detailed plan of education for adolescents during her lifetime. However, a number of schools have extended their programs for younger children to the middle school and high school levels. In addition, several Montessori organizations have developed teacher training or orientation courses and a loose consensus on the plan of study is emerging. Montessori wrote that, "The essential reform of our plan from this point of view may be defined as follows: A study published in Science magazine found that "when strictly implemented, Montessori education fosters social and academic skills that are equal or superior to those fostered by a pool of other types of schools. Another study in the Milwaukee Public Schools found that children who had attended Montessori from ages 3â€”11 outperformed their high school classmates several years later on mathematics and science; [24] another found that Montessori had some of the largest positive effects on achievement of all programs evaluated. For example, a study in a Buffalo public Montessori magnet school " Further research should take care to determine the fidelity of the program. The review on evaluations of Montessori education studies, that was published in , states that wide evidence exist that certain elements of the Montessori method e. In the same time it was concluded that while some evidence exist that children may benefit cognitively and socially from Montessori education which sticks to original principles, it is less clear whether modern adapted forms of Montessori education are as effective.

Chapter 3 : Montessori Elementary Curriculum - Maria Montessori Academy

Programs at our Montessori schools are defined by the practical application of sensory-based and self-directed learning through the authentic Montessori Method. From the beginning, our experienced teachers prepare children to be focused, independent, and innovative learners, as well as responsible, respectful, and mindful individuals.

Language in the Early Years You are here: The Absorbent Mind states that children from birth until three unconsciously take in their environment and shape themselves from any information and stimulation they can come into contact with. The child from three to six years of age is consciously using specific things in his environment to build up his mental and physical faculties. Hence, as linguists today found, language seems to be learned almost intuitively and the child is born with the instinct to decipher and acquire the language of their culture Chomsky, Children are able to absorb language from their environment and easily learn how to speak, read and write if language in its various forms is present in their environment during the period of the Absorbent Mind Montessori, This window of opportunity for learning Maria Montessori called a Sensitive Period. The quality and quantity of language a child is exposed to during the sensitive period directly affects his language skills and brain organization Eliot, Therefore, it is critical that parents of young children talk to them often and give them a multitude of vocabulary. The television is also an unacceptable substitute for giving language because it has been found that language should be connected to emotion and for a child to acquire the language they must be spoken to directly Eliot, , pp. Within the Montessori primary environment, language is given in all the areas and throughout the day at Language, Reading and Writing in the Montessori Classroom 2 any opportunity. Once the child is able to better express himself, his personality begins to truly surface and shine. The adult first states the name of an object. Next, the adult asks the child to hand her or point to the object when she states the name. If a child cannot complete a certain stage of the lesson, the Guide stops and resumes it from the beginning another day. The Language Area of the Montessori Primary Environment The child has an urge to learn his language in this particular period because from birth to age six, he is undergoing a critical period for language acquisition Lillard P. During this time, the child can learn his language effortlessly and without fatigue. After the age of six, when the sensitive period has passed, it becomes much more difficult for the child to learn to read and write Pinker, , p. Therefore, in the Montessori environment, the child undergoes mastering his language before the elementary years. Writing Written Language in the Montessori environment is given as early as age two and a 3 half with Sound Games. With this knowledge the child can begin to analyze word sounds, and recognize that each word is made up of these sounds. It has been said that writing is one of the first academic obstacles a child must overcome, however in the Montessori environment the different obstacles this task is made up of are broken down, so that the child overcomes them one at a time when working with other materials Montessori, In this way when the child is finally presented with the task of writing when he is prepared, and can meet this challenge with success. In Montessori education, the child learns the phonetic sounds of the letters and learns to write in cursive. With fluid cursive writing, the child can more easily create the letters and connect them to form words. After the child knows about letters, including the vowels, he can begin creating words with the moveable alphabet. With some practice, the child will then be able to move on to using a chalkboard to write, and then paper. Reading In Montessori education, the child commonly learns how to write before he reads. The child has less difficulty constructing a word that he is analyzing and thinking of than reading, because reading has an additional dimension of difficulty; it is a synthesis of the sounds in a word that are in the mind of someone else. In the Area of Reading, the child has learned through many Sound Games that words are made of sounds, he knows the sounds and symbols of the letters, and is beginning to break down many words into sounds. After some time working with the movable alphabet, the child is ready to be shown the first presentation in this area: The Guide takes out small replicas of objects, they are identified, and then the Guide writes the name of one of the objects down and gives it to the child. This is the first time the child reads; he first makes the sound of each letter, and when instructed to make them faster the sounds blend and the child can identify the word. The child is then instructed to place the label next to the proper object. With this exercise, the child learns that reading is

silent communication. In Reading Classification the child is given a set of cards with a picture on each which relates to one specific category such as rainforest animals , a set of labels, and control cards that have both picture and label on them. The child names and lays out the cards, and then reads each label and matches them to the correct card. When finished, the child is able to use the control cards to check his own work. It is at this point that the child is intensely interested in reading and labeling his environment Montessori, Here the child is able to recognize the deeper meaning behind words, guiding him closer to Total Reading, which is the ability to fully comprehend and actively interpret the meaning of what another has written. These exercises are more like games and provide the child with a simple and fun experience with grammar. New Horizons in the Study of Language and Mind. Montessori the Science Behind the Genius. Oxford University Press, Inc. Lillard, Paula and Lynn Jessen. Montessori From the Start: The Discovery of the Child.

Chapter 4 : Maria Montessori Critical Essays - blog.quintoapp.com

*Maria Montessori, Dalai Lama, Nelson Mandela, Gandhi, Martin Luther King JR, Desmond Tutu, Mother Teresa. * This is an example of a year outline and is subject to change.*

Hire Writer Renilde Montessori passed away in Alessandro Montessori and Renilde Stoppani were married within a year of his placement as a government civil service accountant in the small town of Ancona. After two years in Venice the couple moved back to Chiaravalle and it was a year later there were two major events the one being Italy became a unified and free nation the second being Alessandro and Renilde were blessed with a beautiful bundle of joy on August 31 and they named her Maria. In the government transferred Alessandro to the city of Florence and then his last move was to Rome in It was in Rome that Maria grew up. Maria Montessori did not have any siblings. Maria was six when her parents enrolled her in first grade just 2 yrs before public education became mandatory. The first few years Maria was uncompetitive, receiving awards for good conduct and her needle work, she wanted to become an actress like most young girls of the time. At the age of twelve the family moved to Rome here she could receive a better education. At fourteen a keen interest in mathematics developed and Maria really enjoyed it, this was an interest that she carried throughout her life. Her parents suggested that she follow a career in teaching as this was one of the only professions available to young woman in the male dominated society in which Maria Montessori lived. She would not even consider it at this point. Due to her mathematical mind she decided she would like to follow a career in engineering which was seen as a very unusual career for a young lady. Maria Montessori attended a technical school for boys and graduated in and received very high marks in all her subjects her final score being out of It was here that she studied modern languages and natural sciences her favourite of all her classes was math. When she was ready to graduate she was very drawn to the study of biological sciences her family were shocked to say the least but her father was very disapproving of her desire to study medicine he stopped short of forbidding her to continue with this idea. Taking a new look at this problem Maria enrolled at the University to study physics, mathematics and natural sciences. There was still the small matter of her being a woman that was standing in her way there is not much recorded information on how she did it but Maria persisted until she was accepted into the school. Montessori stood out not just because of her gender, but because she was actually intent on mastering the subject matter. She won a series of scholarships at medical school which, together with the money she earned through private tuition, enabled her to pay for most of her medical education. Her time at medical school was not easy. She faced prejudice from her male colleagues and had to work alone on dissections since these were not allowed to be done in mixed classes. She was a dedicated student and on July 10th Maria presented her thesis to a board of ten men, they were truly impressed with her and granted her the degree of doctor of medicine. This made her the first woman to graduate from Medical School in Italy. She graduated with a very impressive score of considering anything over was considered brilliant Rita Kramer ? Her first post was in the universities psychiatric clinic? Research work in psychiatric medicine and continued her education in philosophy, physiology and education. On graduation Maria was immediately employed in the San Giovanni Hospital attached to the University. A reporter covering the event asked her how her patients responded to a female doctor. Women leading a useful existence. In November Montessori added the appointment as surgical assistant at Santo Spirito Hospital in Rome to her portfolio of tasks. Much of her work there was with the poor, and particularly with their children. Montessori realised that in such a bare unfurnished room the children were desperate for? Sensorial stimulation and activities for their hands, and that this deprivation was contributing to their condition. She was so keen to understand their work properly that she translated it herself from French into Italian. Itard developed a technique of education through the senses which Seguin later tried to adapt to mainstream education. Highly critical of the regimented schooling of the time, Seguin emphasised respect and understanding for each individual child. During the University terms she sought to expand her knowledge of education by attending courses in pedagogy, studying the works of Rousseau, Pestalozzi and Froebel. Some sixty years earlier, Froebel had established a school for very young children which placed an emphasis on play

in early learning. In Maria was appointed professor of anthropology at the University of Rome. She also knew that, in order to consider these developments as representing universal truths, she must study them under different conditions and be able to reproduce them. In this spirit, a second school was opened in San Lorenzo that same year. A third in Milan and a fourth in Rome in , the school in Rome was for children of well-to-do parents. By the autumn of there were five Casa dei Bambini operating, four in Rome and one in Milan. Children in a Casa dei Bambini made extraordinary progress and soon five year olds were writing and reading. Within a year the Italian speaking part of Switzerland began switching its kindergartens to the Montessori approach and the spread of the new educational approach began. The school was for children between the ages of three and six, each of these children came from extremely poor families, and most of the parents were illiterate. Maria Montessori was quoted in saying: I cannot say on my methods, for these did not yet exist. But in the school that was opened my method was shortly to come into being. Maria Montessori began writing to document her findings and to share her knowledge with all people. Montessori began a life of world travel-establishing schools and teacher training centres, lecturing and writing. The first comprehensive account of her work, *The Montessori Method*. It was very difficult for Maria Montessori to become a doctor as this was a male dominated profession, it was unheard of that a woman do medicine, all of the other student doctors were men. They men made fun of her and threatened her. The only way she could do what she wanted to was to block them out completely and I think this was one of the reasons Maria never married. I also believe that she was totally emerged in her work and perhaps did not want the distraction, she was totally devoted to her work, and this is clearly evident in her writings. You may have to research this one. One thing led to another, and they had an affair. It was not the done thing in the day to have a child out of wedlock and therefore everything was kept quiet. She gave birth to a son, Mario Montessori. Mario was sent to a wet nurse and then lived with family in the country near Rome. They agreed that neither of them would ever marry another person, it was not long after this that Dr Montesano fell in love and married some-one else, Montessori and Montesano still worked together on a daily basis in constant contact and it was this betrayal of trust that prompted her to leave the Orthophrenic School? Montesano must have occurred in as this is when Maria Montessori suddenly resigned from the Orthophrenic School, and for about a year M. Mario Montessori had many loves in his life but none compared to the love he had for his mother and her work. His love for her was encompassing and it dominated his entire existence. He lived for her, with her but definitely not through her. His intuitive intelligence and openness of spirit allowed him to keep abreast with her quantum leaps from the first to the nth dimension “ even sometimes arriving just ahead, thus enabling her to soar even further. There was nothing his mother deducted, developed or stated that ever surprised him. It was said that thanks to Mario Montessori his mother never suffered the isolation that is common to genius, he was not just a sounding board for her ideas; he helped her to clarify them and give them shape, by doing this she was able to continue developing her unique mind to the end. Mario Montessori also presented his mother with fresh, new ideas. He began taking more of the workload from his mother as she grew older He would do the organizing of courses, examining students, lecturing on materials, practical life etc. He coped with any unexpected complications during the training courses. By doing this he enabled Maria Montessori to concentrate fully on her creative work. As the years progressed, their complicity became total. Without him she would have grown frustrated by the lack of understanding of those around her, she would have retreated spiritual isolation, unable to cope and fight alone to preserve the purity of her work. It was because of his understanding, his enthusiasm and belief in her vision for the development of mankind; he became a pillar of her work. Even after she died, Mario Montessori continued the fight for the child “ the child, father of man. Here is an extract form the Last Will and Testament of Maria Montessori, and perhaps we can understand from this the importance of her son in her life. The Spanish government invited Maria to set up a research institute which she did in She began conducting a series of teacher-training courses in London in the year In , Benito Mussolini took over the government of Italy. Mussolini being a politician wanted Maria on his side. So, initially he encouraged and fully supported the Montessori movement in Italy. The government of Italy funded the Montessori schools and also helped Maria establish a training centre for teachers. Mussolini was nurturing colonial ambitions and in he was planning an attack on the African state of Abyssinia. To carry out his designs he needed the people of

Italy, especially the youth, to be war-minded. To achieve this he set up a Fascist youth organisation whose members wore uniform at all times and gave the Fascist salute. Mussolini insisted that all children should enrol into this organisation. This meant even children from the Montessori schools should join. Maria disagreed with this and would not compromise her principles and her beliefs to comply with his wishes. With this Mussolini ordered the immediate closure of all Montessori schools, and with this Maria was exiled from Italy. She moved to Spain and lived there until This again was a mistake. A civil war broke out in Spain. General Franco another fascist took over the government of Spain. She was rescued by a British cruiser. Maria opted to stay in the Netherlands for sometime. She continued with her work in the country till

Maria Montessori was a prolific and highly quotable writer. In her long and varied career as a physician, professor, intellectual, and full-time educator, she wrote for both professional and lay audiences, penning books, journal articles, newspaper articles, and editorials.

She observed that a child learns each skill best in isolation of other skills with real-life applications and with increasing difficulty and repetition. Maria Montessori developed a continuum of lessons organized in a spiral fashion from level to level and specific learning materials tailored to the basic philosophy and instruction that she advocated. The Montessori curriculum is an integrated approach where diverse concepts are presented across the curriculum and in different ways as the children progress through the grades. One outcome of this approach is that children have repeated opportunities within different contexts to practice skills being learned; another is that this approach emphasizes the interconnectedness of disciplines. This curriculum meets the requirements of the Pennsylvania Academic Standards. The study of culture in a Montessori classroom integrates traditional subjects of science, history, economics, civics and geography. Maria Montessori firmly believed that there was a purpose and an order to the universe. She believed that the work of mankind is not accidental, but fulfills a mission which is the completion of the natural scheme. We begin with sharing different story myths from various world cultures as well as scientific theories about the origin of our universe. We study the solar system, our planet, components of our physical world, geology and history, and geography. As we move through history, we begin studies of the five Kingdoms, from the first forms of life on earth bacteria to the most complex-celled animals humans. We explore basic human needs and how those needs led to the development of language, math and inventions and then to settlements and cultures. Specific skills are developed through culture studies. Geography study helps children develop spatial awareness and orientation skills. History study builds in the child a clear sense of time passage which is the foundation of a well-developed historical perspective. Science allows children to look at phenomena with a curiosity and a theory, then through observation and research to test for validity. This pursuit has merit for children today as they learn to differentiate between theory and fact, and maintain a healthy interest in figuring out how and why things work. Through artistic adventures children also become aware of and develop a respect for the contributions of the arts and artists to societies and cultures, past and present. They gain a lasting appreciation of art from the dual vantage points of participant and audience. They gain insight into the way that art is a non-verbal method of expressing opinions, perceptions, feeling and history. Finally, they begin to realize the connections between art and their daily lives in areas such as math, nature, cooking and sports. Listening to stories begins the awareness that spoken words have a written representation; that we read from left to right, top to bottom; that words convey meaning and that there is a structure to our language. Once decoding becomes facile, the focus changes to developing comprehension and inference skills. At this point, children begin to read in many different subject areas. Through applying grammar, sentence analysis, and spelling instruction in an inquiry-based research curriculum, Elementary students are able to express themselves clearly, creatively and correctly in writing. Practical applications in the forms of a published poetry magazine, a self-made book for their Reading Buddies and the Upper El newspaper give the students a reason for writing and taking pride in their work. By the Lower Elementary grades, they begin to deliver oral reports to their peers and share first drafts of written pieces with their classmates in order to receive helpful feedback. The finale of this process is the written speech that each sixth grader delivers at graduation. Mathematics leads to the discovery of natural laws and patterns that ultimately have the power to control the environment. Knowledge is displayed through performance and through the child being able to explain process and concept. Children apply their knowledge to a variety of real life tasks such as graphing the daily temperature, cooking, and computing the height of a tree to measuring the school building. These experiences contribute to an understanding of mathematical concepts through practical applications. Science study concentrates on process: This teaches them to think before deciding, to use a logical method of discovery or testing and to use data to evaluate results and arrive at a thoughtful conclusion. Along with process, the science curriculum aims to

provide each child with a basic knowledge of zoology, botany, matter, energy, earth science, astronomy, human development and personal health. Hands-on experience with the natural world and with scientific materials and apparatus help to promote learning such things as animal classification, chemical processes, earth forces, botanical components and rock types. The Montessori curriculum aims to fill a child with wonder at the complexity and grandeur of the universe, the simplicity of physical laws and the miracle of life. It encourages respect for our world and an understanding of our place in the natural order of things. The ultimate goal is the development of an ecological view of life and a feeling of responsibility for the earth. Elementary Music instruction seeks to strike a balance between skill development and free exploration and to encourage a natural desire for self-expression. Music has the potential to develop the intellect and also social skills. Many skills involved in music contribute to cognitive functioning. Foreign language study is but one way to humanize another culture. In grades , the aim is to expose the children to the sounds of Spanish in an effort to give them a degree of comfort listening to it, repeating and speaking it in simple words and sentences. In addition, they begin to read and write Spanish, both in class and at home. In this way they are more fully prepared for study of a language in Middle School. We seek to build in the children a love for physical activity, a healthy interest in keeping fit and an appreciation of the emotional well being that regular physical activity can provide. The Elementary physical education program gives children necessary experience with the basic tenets of good sportsmanship. Competition is kept to a healthy level, with team play and cooperation receiving the most emphasis. The program emphasizes physical activity, maintenance of a positive attitude, development of good sportsmanship and movement competency as a means of achieving wellness for life. Through the use of the real-life objects such as glass pitchers and plates for eating, tools, pruning shears, etc, children develop self-esteem, inner discipline, confidence and control of movement. Lessons in Grace and Courtesy serve to establish a social conscience and an understanding of the functioning of a healthy community. As with the Practical Life curriculum, lessons are varied to meet the needs of the child and the classroom. The purpose is not to master these works for their own sake but rather for the developmental benefits they offer. Children can browse and check out books in the Library, while laptops are used by older Elementary students in the classrooms.

Chapter 6 : German addresses are blocked - blog.quintoapp.com

At Maria Montessori Academy, our students of all ages attend speciality subjects. We are proud to offer specialty teachers for French, Art, Music and physical Education. The amount of time spent in each subject varies through the ages but all of our students round their education through exploration in each of these areas.

Introduction to Language Language is a system of symbols with an agreed upon meaning that is used by a group of people. Language is a means of communication ideas or feelings by the use of conventionalized sounds and signs, thus, being the spoken and written language. The History of Language It is a human tendency to communicate with others and this could underlie the emergence of language. The evolution of the human language began when communication was done through pictograms or pictures and drawings. It then developed into ideograms when pictures began to turn into symbols. Later, these symbols became words, words involved letters, vowels emerged, one symbol came to represent one sound, an alphabet was created, and then came the alphabet we now use today. And just as language evolved hundreds of thousands of years ago, it also changes with each generation. Unneeded words are dropped and new words come into use. Language rose and continues to rise with the collective intelligence. He has already constructed the spoken language and with his entry into the classroom, he will begin to consolidate the spoken language and begin to explore the written forms of language. Because language is an intricate involvement in the process of thinking, the child will need to be spoken to and listened to often. The child will need a broad exposure to language, with correct articulation, enunciation, and punctuation. The child will need to experience different modes of language and to hear and tell stories. Most importantly, the child needs to feel free and be encouraged to communicate with others. He will become fully articulate, he will be able to express himself in writing, he will be able to read with ease, and have a full comprehension of the thoughts of others. The Prepared Environment To help the child in his development in language, the Montessori classroom is designed to help the child reach the 3rd period of consciousness. Because the learning of language is not done through subjects as in a normal classroom, the child is learning at his own rhythm. This allows the child to concentrate on the learning of each important step in language so that each progressive step is done easily and without any thought on the part of the child. The special material also plays an important role in aiding the child develop the powers of communication and expression, of organization and classification, and the development of thought. She must support the child in his learning, give him order to classify what he has learned, to help the child build self-confidence, and to provide the child with meaningful activities. Language Completions of the First Plane As the child leaves the Montessori classroom after the age of six, he will have become an articulate person, being able to communication his feelings in well-formed sentences and in writing. He will be able to write these thoughts and feelings in a skillful handwriting. He will have the ability to write in different styles and about a variety of subjects. The child will have total reading and a sense of the home language at a level where he will be the master of his words.

Chapter 7 : Language in the Early Years - Kinderhouse Montessori

The elementary language curriculum emphasizes creative and expository writing, interpretive reading of literature and poetry. We focus on word study, spelling, grammar, punctuation, penmanship and capitalization.

They really come into existence when a word rather than a graphic symbol becomes a fixed element. Language is an important expression and an organized system of words spoken or written to communicate. It is a human tendency to communicate and language facilitates that tendency through the use of symbols and words. Languages are individual systems of symbols and words with the accepted meaning used by different groups of people to communicate among each other. Language helps to communicate ideas and feelings by the use of conventionalized sounds and signs, therefore resulting in a medium of communication. The ability to use language is the main factor that distinguishes humans from the rest of the animal kingdom. The medium to communicate through human language has evolved- from pictograms or pictures and drawings to ideograms and symbols; then to words. Words involve letters and vowels. A symbol represented one sound and an alphabet was created, thus the alphabets came through that we use today. Language evolves with intelligence and continues to do so as the powers that come with language are revealed to be a lot more beneficial than imagined. Children learn language right from the time they start observing with their senses. Language is absorbed as the child grows up at home and school and that absorption takes place during almost all the time, particularly at home and school during interaction, while listening and watching others communicate. There is already enough constructed language in mind of a child before entering the classroom that the spoken language is consolidated with the exploration of written form of language. Language has risen with the collective intelligence of correct articulation, enunciation and punctuation. Children need a broad exposure to language and a need to experience different modes of language to hear and tell stories as by age six, they will have reached third point of consciousness in language, where they understand aspects such as sounds and words have meaning and that the symbols can be used in writing. By age six, children become fully articulate and they will be able to express themselves in writing and drawing as they will be able to read with ease and also have a complete comprehension of the thoughts. Purpose of Language in Montessori Language is an incredible phenomenon as it mirrors human evolution of living, changing and expiring. The mental capacity to create a language is unique; it allows a child to speak the language- for example- mother tongue, correctly even if it involves most complicated set of words and pronunciations according to others. Montessori classrooms help children in development of language and they are designed to help and assist when children are learning at their own rhythm. Montessori materials allow children to concentrate on the learning of each important step in a language so that each step is taken progressively with ease and with less difficulty on the thinking part of the child. The Montessori materials play an important role in aiding children to develop the powers of communication and expression along with the classification, organization and the development of thoughts. The role of teacher is to support children in their learning, to give them order to classify what they have learned and to help build self-confidence and self-esteem and to provide meaningful activities that will enrich their learning capabilities as they grow older. It is essential that the language lessons be taught to the child within a context as the child needs to know the differences amongst names, labels and meanings of things in the environment to have relevancy. These things allow children to see and understand difficult things as they grow up and give things around them a meaning. Exercising the Language The Montessori language materials helps the children to explore language and they are presented to the child in the same manner that they learn to speak. Children have their need to prepare for language and that is the reason articles, adverbs and nouns are started to be taught in their environment. They absorb with little effort, the language of their group and culture. Until children turn six years old, they absorb everything they hear, see and touch with ease and after the age six, the child can learn new language but only with a conscious effort. By the time children leave the Montessori classroom after the age of six, they would have developed the ability to communicate articulately about their feelings, in well-formed sentences and in writing. Writing should logically flow as a natural consequence of the development of a fixed alphabet. To write properly, however, the hand must be

able to draw signs. The signs of the alphabet are as a rule easy to draw since they represent nothing but particularized sounds. But I had not thought of all this before the children taught themselves to write. Maria Montessori *The Secret of Childhood* Children learn to write their thoughts and feelings in skillful handwriting. They can develop the ability to write in different styles and about various subjects. They can have the ability to read flawlessly and have a sense of home language at a level where they can be masters of their words. Children are presented new concepts following the art of verbal storytelling, poetry, stories and story books and day-to-day speeches. All these activities allow children to clearly see how new concepts are applied within context across various stages of the curriculum. A child who looks at, recognizes, and touches the letters as if he were writing is prepared at one and the same time for reading and writing. Maria Montessori *The Discovery of the Child* Language exercises contain vocabulary enrichment, language training, alphabet association, letter sound, word building and word composition, expressive writing and reading and comprehension. Parents need to speak clearly and precisely to the child as the first six years of language caregivers will be majorly in the form of spoken language of the child. Reading aloud to the child allows the message and concept and pronunciation of vocabulary be understood and absorbed properly.

Chapter 8 : Montessori Curriculum & Program | Montessori Unlimited

Dr. Maria Montessori realized that there is a sensitive period of language development and that the richer the learning environment, the more beneficial for the acquisition of a child's skills and love of reading and writing.

Her father, Alessandro, was an accountant in the civil service, and her mother, Renilde Stoppani, was well educated and had a passion for reading. The Montessori family moved to Rome in 1873, and the following year the young Maria enrolled in the local state school on the Via di San Nicolo da Tolentino. From 1886 she continued her studies at the Regio Istituto Tecnico Leonardo da Vinci, which she entered with the intention of becoming an engineer. This was unusual at the time as most girls who pursued secondary education studied the classics rather than going to technical school. Her father opposed this course—“medical school was then an all-male preserve”—and initially Maria was refused entry by the head of school. In 1890 Montessori enrolled at the University of Rome to study physics, maths and natural sciences, receiving her diploma two years later. Montessori stood out not just because of her gender, but because she was actually intent on mastering the subject matter. She won a series of scholarships at medical school which, together with the money she earned through private tuition, enabled her to pay for most of her medical education. Her time at medical school was not easy. She faced prejudice from her male colleagues and had to work alone on dissections since these were not allowed to be done in mixed classes. She was immediately employed in the San Giovanni Hospital attached to the University. A reporter covering the event asked her how her patients responded to a female doctor. Much of her work there was with the poor, and particularly with their children. In 1896 she volunteered to join a research programme at the psychiatric clinic of the University of Rome, and it was here that she worked alongside Giuseppe Montesano, with whom a romance was to develop. Montessori realised that in such a bare, unfurnished room the children were desperate for sensorial stimulation and activities for their hands, and that this deprivation was contributing to their condition. She was so keen to understand their work properly that she translated it herself from French into Italian. During the University terms she sought to expand her knowledge of education by attending courses in pedagogy, studying the works of Rousseau, Pestalozzi and Froebel. The year-old Montessori was asked to address the National Medical Congress in Turin, where she advocated the controversial theory that the lack of adequate provision for retarded and disturbed children was a cause of their delinquency. Expanding on this, she addressed the National Pedagogical Congress the following year, presenting a vision of social progress and political economy rooted in educational measures. Until now her ideas about the development of children were only theories, but the small school, set up along the lines of a teaching hospital, allowed her to put these ideas into practice. The relationship with Giuseppe Montesano had developed into a love affair, and in 1897 Maria gave birth to a child, a boy named Mario, who was given into the care of a family who lived in the countryside near Rome. Maria visited Mario often, but it was not until he was older that he came to know that Maria was his mother. A strong bond was nevertheless created, and in later years he collaborated and travelled with his mother, continuing her work after her death. In 1900 Montessori left the Orthophrenic School and immersed herself in her own studies of educational philosophy and anthropology. In 1901 she took up a post as a lecturer at the Pedagogic School of the University of Rome, which she held until 1904. In one lecture she told her students: During this period Rome was growing very rapidly, and in the fever of speculative development, some construction companies were going bankrupt, leaving unfinished building projects which quickly attracted squatters. One such development, which stood in the San Lorenzo district, was rescued by a group of wealthy bankers who undertook a basic restoration, dividing larger apartments into small units for impoverished working families. With parents out at work all day, the younger children wreaked havoc on the newly-completed buildings. This prompted the developers to approach Dr Montessori to provide ways of occupying the children during the day to prevent further damage to the premises. A small opening ceremony was organised, but few had any expectations for the project. What Montessori came to realise was that children who were placed in an environment where activities were designed to support their natural development had the power to educate themselves. She was later to refer to this as auto-education. In the summer of 1907 Dr Montessori gave the first training course in her approach to around

students. Her notes from this period became her first book, published that same year in Italy, which appeared in translation in the United States in as *The Montessori Method*, reaching second place on the U. Soon afterwards it was translated into 20 different languages. It has become a major influence in the field of education. A period of great expansion in the Montessori approach now followed. Montessori societies, training programmes and schools sprang to life all over the world, and a period of travel with public speaking and lecturing occupied Dr Montessori, much of it in America, but also in the UK and throughout Europe. By this time Montessori had given up her other commitments to devote herself entirely to spreading the approach she had developed. Much of the expansion, however, was ill-founded and distorted by the events of the First World War. Her son and his new wife joined her, and her four grandchildren spend their formative years there: Renilde, her youngest grandchild, was until the General Secretary and then President until of the Association Montessori Internationale, the organisation set up by Maria Montessori in to continue her work. Maria nursed an ambition to create a permanent centre for research and development into her approach to early-years education, but any possibility of this happening in her lifetime in Spain was thwarted by the rise of fascism in Europe. By all Montessori schools in Germany had been closed and an effigy of her was burned above a bonfire of her books in Berlin. The outbreak of civil war in Spain forced the family to abandon their home in Barcelona, and they sailed to England in the summer of From England the refugees travelled to the Netherlands to stay in the family home of Ada Pierson, the daughter of a Dutch banker. Mario, by now estranged from his first wife, was later to marry Ada. In Mario and Maria embarked on a journey to India to give a 3-month training course in Madras followed by a lecture tour; they were not to return for nearly 7 years. With the outbreak of war, as Italian citizens, Mario was interned and Maria put under house arrest. She spent the summer in the rural hill station of Kodaikanal, and this experience guided her thinking towards the nature of the relationships among all living things, a theme she was to develop until the end of her life and which became known as cosmic education, an approach for children aged 6 to Montessori was well looked after in India, where she met Gandhi, Nehru and Tagore. In they returned to the Netherlands and to the grandchildren who had spent the war years in the care of Ada Pierson. In she received the first of three nominations for the Nobel Peace Prize. Her last public engagement was in London in when she attended the 9th International Montessori Congress. Quoted in Kramer, p.

Chapter 9 : The Montessori Method.

by Maria Montessori (Digitized by Google) Planning Book/Record Keeping (3 to 6+ Curriculum) These books list the entire Montessori primary curriculum as I have it in my original albums (extensions included).

For years no educational document has been so eagerly expected by so large a public, and not many have better merited general anticipation. The astonishing welcome accorded to the first popular expositions of the Montessori system may mean much or little for its future in England and America; it is rather the earlier approval of a few trained teachers and professional students that commends it to the educational workers who must ultimately decide upon its value, interpret its technicalities to the country at large, and adapt it to English and American conditions. To them as well as to the general public this brief critical Introduction is addressed. It is wholly within the bounds of safe judgment to call Dr. It is remarkable, if for no other reason, because it represents the constructive effort of a woman. It is remarkable, also, because it springs from a combination of womanly sympathy and intuition, broad social outlook, scientific training, intensive and long-continued study of educational problems, and, to crown all, varied and unusual experience as a teacher and educational leader. No other woman who has dealt with Dr. These resources, furthermore, she has devoted to her work with an enthusiasm, an absolute abandon, like that of Pestalozzi and Froebel, and she presents her convictions with an apostolic ardour which commands attention. A system which embodies such a capital of human effort could not be unimportant. Then, too, certain aspects of the system are in themselves striking and significant: All this will be apparent to the most casual reader of this book. None of these things, to be sure, is absolutely new in the educational world. All have been proposed in theory; some have been put more or less completely into practice. It is not unjust, for instance, to point out that much of the material used by Dr. Fernald, Superintendent of the Massachusetts Institution for the Feeble-Minded at Waverly, is almost identical with the Montessori material, and that Dr. Fernald has long maintained that it could be used to good effect in the education of normal children. Montessori is based, was once head of the school at Waverly. So, too, formal training in various psycho-physical processes has been much urged of late by a good many workers in experimental pedagogy, especially by Meumann. But before Montessori, no one had produced a system in which the elements named above were combined. She conceived it, elaborated it in practice, and established it in schools. It is indeed the final result, as Dr. Montessori proudly asserts, of years of experimental effort both on her own part and on the part of her great predecessors; but the crystallisation of these experiments in a programme of education for normal children is due to Dr. The incidental features which she has frankly taken over from other modern educators she has chosen because they fit into the fundamental form of her own scheme, and she has unified them all in her general conception of method. As such, no student of elementary education ought to ignore it. The system doubtless fails to solve all the problems in the education of young children; possibly some of the solutions it proposes are partly or completely mistaken; some are probably unavailable in English and American schools; but a system of education does not have to attain perfection in order to merit study, investigation, and experimental use. Montessori is too large-minded to claim infallibility, and too thoroughly scientific in her attitude to object to careful scrutiny of her scheme and the thorough testing of its results. She expressly states that it is not yet complete. An all-or-nothing policy for a single system inevitably courts defeat; for the public is not interested in systems as systems, and refuses in the end to believe that any one system contains every good thing. Nor can we doubt that this attitude is essentially sound. If we continue, despite the pragmatists, to believe in absolute principles, we may yet remain skeptical about the logic of their reduction to practice—“at least in any fixed programme of education. We are not yet justified, at any rate, in adopting one programme to the exclusion of every other simply because it is based on the most intelligible or the most inspiring philosophy. The pragmatic test must also be applied, and rigorously. We must try out several combinations, watch and record the results, compare them, and proceed cautiously to new experiments. This procedure is desirable for every stage and grade of education, but especially for the earliest stage, because there it has been least attempted and is most difficult. Certainly a system so radical, so clearly defined, and so well developed as that of Dr. Montessori offers for the thoroughgoing comparative study of

methods in early education new material of exceptional importance. Without accepting every detail of the system, without even accepting unqualifiedly its fundamental principles, one may welcome it, thus, as of great and immediate value. If early education is worth studying at all, the educator who devotes his attention to it will find it necessary to define the differences in principle between the Montessori programme and other programmes, and to carry out careful tests of the results obtainable from the various systems and their feasible combinations. Certain similarities in principle are soon apparent. Education is to guide activity, not repress it. To most American teachers and to all kindergartners this principle has long been familiar; they will but welcome now a new and eloquent statement of it from a modern viewpoint. In the practical interpretation of the principle, however, there is decided divergence between the Montessori school and the kindergarten. The Montessori "directress" does not teach children in groups, with the practical requirement, no matter how well "mediated," that each member of the group shall join in the exercise. The Montessori pupil does about as he pleases, so long as he does not do any harm. The Montessori material carries out the fundamental principle of Pestalozzi, which he tried in vain to embody in a successful system of his own: In the kindergarten system, and particularly in the "liberal" modifications of it, sense training is incidental to constructive and imaginative activity in which the children are pursuing larger ends than the mere arrangement of forms or colours. Even in the most formal work in kindergarten design the children are "making a picture," and are encouraged to tell what it looks like—"a star," "a kite," "a flower. In another general aspect, however, the agreement between the two systems, strong in principle, leaves the Montessori system less formal rather than more formal in practice. In the conservative kindergarten this training is sought once more, largely in group games. These are usually imaginative, and sometimes decidedly symbolic: The social training involved in these games is formal only in the sense that the children are not engaged, as the Montessori children often are, in a real social enterprise, such as that of serving dinner, cleaning the room, caring for animals, building a toy house, or making a garden. It cannot be too strongly emphasized that even the most conservative kindergarten does not, on principle, exclude "real" enterprises of this latter sort; but in a three-hour session it does rather little with them. Liberal kindergartners do more, particularly in Europe, where the session is often longer. Nor does the Montessori system wholly exclude imaginative group games. Of course the American kindergartner does not use "foolish" stories; but stories she does use, and to good effect. The groupings of the Montessori children are largely free and unregulated; the groupings of kindergarten children are more often formal and prescribed. There can be no doubt that Dr. Montessori has devised a peculiarly successful scheme for teaching children to write, an effective method for the introduction of reading, and good material for early number work. Children in a good kindergarten hear stories and tell them, recount their own experiences, sing songs, and recite verses, all in a company of friendly but fairly critical listeners, which does even more to stimulate and guide expression than does the circle at home. But even the conservative kindergarten does not teach children to write and to read. It does teach them a good deal about number; and it may fairly be questioned whether it does not do more fundamental work in this field than the Montessori system itself. The Froebelian gifts offer exceptional opportunity for concrete illustration of the conceptions of whole and part, through the creation of wholes from parts, and the breaking up of wholes into parts. This aspect of number is at least as important as the series aspect, which children get in counting and for which the Montessori "Long Stair" provides such good material. The Froebelian material may be used very readily for counting, however, and the Montessori material gives some slight opportunity for uniting and dividing. So far as preparation for arithmetic is concerned, a combination of the two bodies of material is both feasible and desirable. Compared with the kindergarten, then, the Montessori system presents these main points of interest: The kindergarten, on the other hand, involves a certain amount of group-teaching, in which children are held—"not necessarily by the enforcement of authority, yet by authority, confessedly, when other means fail"—to definite activities; its materials are intended primarily for creative use by the children and offer opportunity for mathematical analysis and the teaching of design; and its procedure is rich in resources for the imagination. One thing should be made entirely clear and emphatic: Since the difference between the two programmes is one of arrangement, emphasis, and degree, there is no fundamental reason why a combination especially adapted to English and American schools cannot be worked out. The broad contrast between a Montessori school and a

kindergarten appears on actual observation to be this: A possible principle of adjustment between the two systems might be stated thus: This principle is suggested only as a possible basis for education during the kindergarten age; for as children grow older they must be taught in classes, and they naturally learn how to carry out imaginative and social enterprises in free groups, and the former often alone. Nor should it be supposed that the principle is suggested as a rule to which there can be no exception. It is suggested simply as a general working hypothesis, the value of which must be tested in experience. Although it has long been observed by kindergartners themselves that group-work with the Froebelian materials, especially such work as involves geometrical analysis and formal design, soon tires the children, it has been held that the kindergartner could safeguard her pupils from loss of interest or real fatigue by watching carefully for the first signs of weariness and stopping the work promptly on their appearance. In games, on the other hand, group teaching means very little restraint and the whole process is less tiring any way. To differentiate in method between these two kinds of activity may be the best way to keep them both in an effective educational programme. To speak of an effective educational programme leads at once, however, to an important aspect of the Montessori system, quite aside from its relation to the kindergarten, with which this Introduction must now deal. This is the social aspect, which finds its explanation in Dr. In any discussion of the availability of the Montessori system in English and American schools—particularly in American public schools and English "Board" schools—two general conditions under which Dr. Montessori did her early work in Rome should be borne in mind. She had her pupils almost all day long, practically controlling their lives in their waking hours; and her pupils came for the most part from families of the laboring class. We cannot expect to achieve the results Dr. Montessori has achieved if we have our pupils under our guidance only two or three hours in the morning, nor can we expect exactly similar results from children whose heredity and experience make them at once more sensitive, more active, and less amenable to suggestion than hers. The conditions under which Dr. Montessori started her original school in Rome do not, indeed, lack counterpart in large cities the world over. When one reads her eloquent " Inaugural Address " it is impossible not to wish that a "School within the Home" might stand as a centre of hopeful child life in the midst of every close-built city block. Better, of course, if there were no hive-like city tenements at all, and if every family could give to its own children on its own premises enough of "happy play in grassy places. But while so many unfortunate thousands still live in the hateful cliff-dwellings of our modern cities, we must welcome Dr. No matter what didactic apparatus such schools may use, they should learn of Dr. Montessori the need of longer hours, completer care of the children, closer co-operation with the home, and larger aims. In such schools, too, it is probable that the two fundamental features of Dr. It is just these fundamental features, however, which will be most bitterly attacked whenever the social status of the original Casa dei Bambini is forgotten. Of course no practical educator will actually propose bathtubs for all schools, and no doubt there will be plenty of wise conversation about transferring to a given school any function now well discharged by the homes that support it. The problems raised by the proposal to apply in all schools the Montessori conception of discipline and the Montessori sense-training are really more difficult to solve. Is individual liberty a universal educational principle, or a principle which must be modified in the case of a school with no such social status as that of the original "House of Childhood"? Do all children need sense training, or only those of unfavorable inheritance and home environment? No serious discussion of the Montessori system can avoid these questions. What is said in answer to them here is written in the hope that subsequent discussion may be somewhat influenced to keep in view the really deciding factor in each case—the actual situation in the school.