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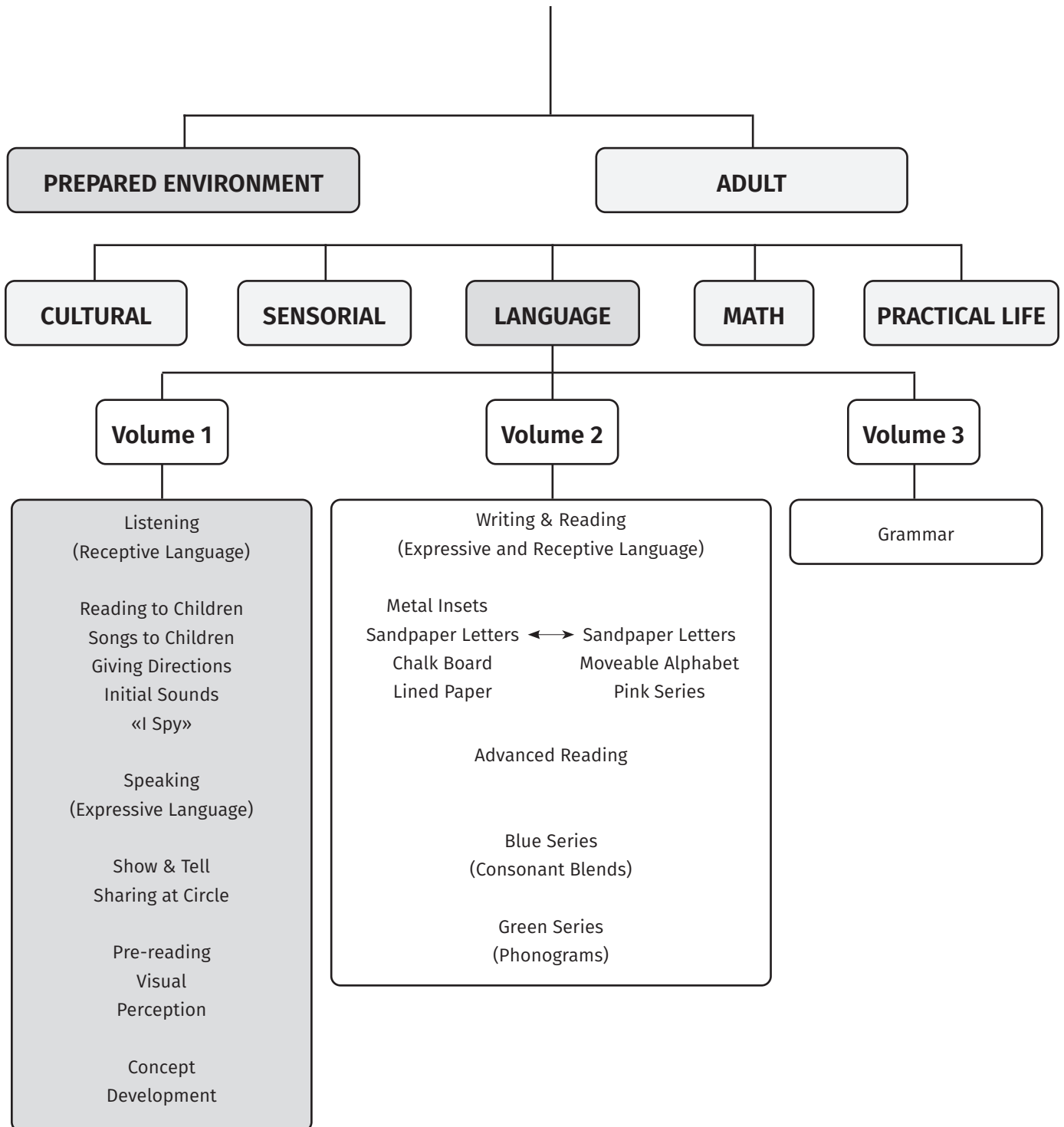
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Organizational Chart of Language Arts Curriculum – Material

- CHILD -
“SPIRITUAL EMBRYO”



Development Required Before a Child Can Read

Developmental Preparation

1. sensorial development to receive information
2. perceptual development in order to organize, understand and integrate information
3. neurological (tactal, stereognostic, etc.) to utilize information in a physical manner
4. social development of interpersonal relationships to relate to people and events
5. symbolic development in order to decode (Geometric Cabinet prepares the child)
6. concept formation
7. verbal language
8. visual language (reading)

Development Needed

1. gross motor control
2. fine muscle control
3. eye-hand coordination
4. ability to perceive figure in space (walking on line, etc.)
5. directionality (top-bottom, right side, left side, etc.)
6. ability to organize a temporal, spatial relationship (understanding difference between in and on)
7. ability to differentiate contrasting symbol and sound (e.g. “a” and “t” is a good contrast in sound and symbol, but “b” and “p” are too similar)
8. ability to classify
9. ability to understand conceptions presented in text (content meaning)
10. well developed auditory discrimination
11. ability to focus and listen to verbal instructions
12. general ability to focus on the task in hand

Language Retention and Comprehension Skills in Early Childhood

The child is continually acquiring and refining language skills from the time she is born throughout her early childhood years. As a Montessori guide, it is essential to develop keen observation skills of the children as a primary focus. The adult guide continuously assesses the developmental levels of every child based on her daily interactions with the child and the child's behaviors.

The Montessori Language exercises provide both the adult and the child a direct channel for communication with one another. The guide is simultaneously teaching language material while assessing the child's receptivity to new words and concepts as well as her level of verbal expression.

While every child develops at a unique rate and possesses an individual learning style, early childhood and pediatric specialists identify specific milestones that the young child should achieve by a certain age-range.

In terms of language and communication development, by two years of age, most children have the ability to:

- point to objects or pictures when they are named
- know the names of familiar people and objects
- speak in "sentences" of 2-4 words
- follow simple instructions

Between the ages of two and three years, most children develop the ability to:

- speak in two- and three-word phrases or sentences
- use at least 200 words and as many as 1,000 words
- state their first name
- refer to themselves with pronouns (I, me, my or mine)
- be understood most of the time by family or close friends

Most children who are three- to four-years old are able to:

- follow verbal instructions with 2-3 steps

- understand preposition words such as “in,” “on,” and “under”
- use plural words correctly
- name a friend
- carry on a conversation using 2-3 sentences
- be understood by most people, even strangers, when speaking

Language and speech delays are the most common type of developmental delay. Language delays and speech delays are different types of issues. Speech refers to the sounds that come out of a person’s mouth. Children with a speech delay might struggle to say words properly or stutter.

Language refers to the specific meanings of sounds and gestures. Children who have a language delay issue might have trouble expressing themselves or understanding others.

A speech or language delay can be caused by an oral impairment with the child’s tongue or palate of the mouth. Delays can also be the result of oral-motor problems in the area of the brain that is responsible for speech. The child may struggle with coordinating her lips, tongue, and jaw to make articulated sounds.

Hearing problems can also contribute to language and speech delays, particularly in children who suffer from chronic ear infections.

Most children struggling with a speech or language delay will exhibit signs by two years of age. The following signs suggest that a child (who is two- to three- years old) may be experiencing language or speech difficulties:

- The child can only imitate speech or actions; does not produce words or phrases spontaneously.
- The child says only some sounds or words repeatedly; cannot use verbal language to communicate more than her immediate needs.
- The child struggles to follow simple directions.
- The child’s tone of voice is unusual (such as raspy or nasal sounding).

While it is important to consider the milestones of a child’s development as outlined from a pediatric perspective, it is equally essential for the Montessori guide to remain balanced in her assessments of every young child. Developmental milestones must be viewed in a flexible manner in order for the child’s individual path of learning to naturally unfold.

While it is important to consider the milestones of a child's development as outlined from a pediatric perspective, it is equally essential for the Montessori guide to remain balanced in her assessments of every young child. Developmental milestones must be viewed in a flexible manner in order for the child's individual path of learning to naturally unfold.

In some cases, a child who shows no signs of retention or comprehension during lessons with the adult may not be experiencing a developmental delay at all. This is why the observation skills of the guide are so vital to understanding how each individual child learns differently. A guide may repeat the same lesson with a child many times before the child is successful in the third period of naming specific objects or identifying the sound that matches the Sandpaper Letter. Language acquisition and development is an internal process that every child experiences differently. The guide should not automatically assume that a child is experiencing a developmental delay when the child's recall is not immediately apparent. The child's ability to outwardly express the multitude of language concepts that have been forming inside of her unconscious mind is a major task, and something that some children take longer to manifest than others.

Nevertheless, having the ability to recognize when a child is struggling to communicate can alert the adult to language and speech skills the child may need additional help developing.

The adult can support the child who may be experiencing a language or speech delay by implementing the following techniques:

- Break down verbal directions into smaller, manageable steps.
- Teach and use sign language as a way to communicate basic needs and ideas.
- Always build on the verbalizations of the child. For example, if the child says "truck!" offer the statement "that is a truck" or "that truck is blue."
- Read books with the child on a regular basis for continual exposure to spoken language.

A child who continues to exhibit signs of a language or speech delay by the age of two- to three-years would likely benefit from a consultation with a speech-language pathologist for more in-depth therapy to be introduced.

Picture to Object: Matching

Age

- 3 years

Language

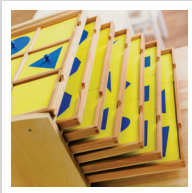
- names of the materials in the environment

Control of Error

- teacher

Material

- a set of pictures of the Montessori materials
- tray



Aim

Direct

- learn the names of the materials in the environment
- develop vocabulary
- develop concentration, order, coordination, and independence

Indirect

- prepare for writing and reading

Variations

1. Two children can select the material.

Locating a specific classroom material in the environment that matches its picture allows the child to utilize many aspects of visual discrimination. She must first recall where the material is located and understand spatial relationships to navigate her physical space. This activity also helps develop the child's vocabulary and memory. The child also develops visual figure ground with this activity, scanning the room to find the correct material to match the picture.

Presentation (Group Presentation)

1. Say, "Today I am going to present the pictures of the Montessori materials."
2. Place the tray in the center of the table or rug from the child's vantage point.
3. Remove the first picture and place it below the tray.
4. Say, "Raise your hand if you know what this is called."
5. Call on a child if one has responded.
6. If no child responds, name the object in the picture.
7. Turn the card over and place it to the right of the tray.
8. Continue in this manner with the remaining picture cards.
9. Select three of the cards and place them on the rug.
10. Say, "Raise your hand if you know which card is the _____."
11. Select a child to take the card and place it with the object in the classroom.
12. Continue in this manner with the remaining cards.
13. Say, "All the picture cards are now in the classroom. Raise your hand if you can get the picture of the _____."
14. Select a child to find the picture card named and return the card to the rug.
15. Continue in this manner until all the picture cards have been returned.
16. Return the material to the shelf.

Picture to Picture: Matching

Age

- 3 years

Language

- using the three-period lesson, introduce any vocabulary of the pictures that the child does not know

Control of Error

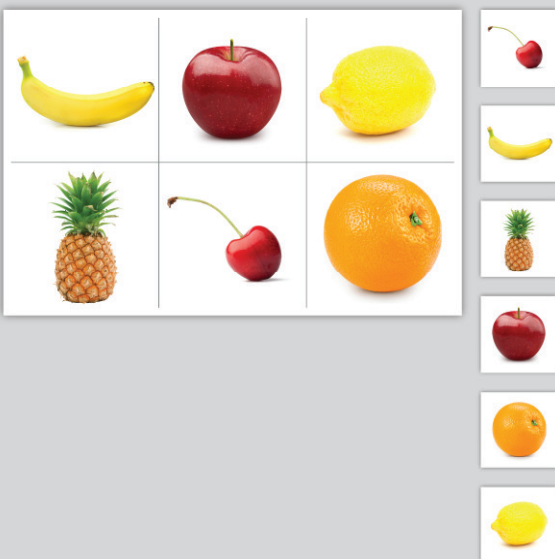
- visual disharmony when unlike pictures are matched

Material

- one large card with pictures of objects
- container of smaller cards with individual pictures of objects that match the large card
- one tray

Material 2

- two sets of individual matching cards



Aim

Direct

- develop visual discrimination
- develop concentration, order, coordination, and independence
- match like to like

Indirect

- prepare for reading and writing

Note

- The organization of the material is the same as matching object to object. It is easier for a child to match individual pictures to a fixed set. By backing one set of pictures on a color different from the set to be matched the number of possible options for the child is reduced.

With Picture to Picture Matching there are only abstract representations (images) of the concepts to be matched, thus offering the child experience with abstraction and more of a challenge in utilizing visual discrimination.

Presentation 1

1. Invite the child to work with the picture matching.
2. Show the child where the picture matching is located on the shelf.
3. Select the picture matching and carry it to the table or rug.
4. Place the tray in the upper left of the table or rug.
5. Select the large picture and place it to the center of the work area.
6. Point to each picture on the large card and ask the child if they know what the picture represents. Tell the child if not sure.
7. Select the container with the smaller cards with individual pictures.
8. Place the container to the left of the large card.
9. Select the first card.
10. Beginning at the upper left of the large card, match the picture on the smaller card to the picture on the large card. Move the smaller card from left to right, top to bottom until a match has been made.
11. When a match has been made, place the smaller card on top of the picture.
12. Select the next card and continue in this manner to match the pictures.
13. Upon completion, the picture cards may be removed, beginning at the upper left and moving to the right.
14. Place the individual pictures in the container.
15. Place the container on the tray.
16. Place the large card on the tray.
17. Return the material to the shelf when completed.

Presentation 2

Presentation

1. Place the tray of pictures to the upper left.
2. Select the first picture and place it below the tray.
3. Select the next picture and place it next to the first picture and compare. If they match, let the picture remain. If the picture is different, place the second picture below the first picture.
4. Select another picture.
5. Place the picture next to the first unmatched picture and compare.
6. If they match, let the picture remain. If the picture is different, place the picture below. Continue until a match has been made or the picture has been placed in the column of pictures to match.
7. Continue in this manner to match the remaining pictures.
8. Upon completion, note the matches that have been made.
9. Remove the pictures, beginning with the upper left picture, and place it on top of the picture below. Continue in this manner until the left column of pictures has been removed and placed on the tray.
10. Continue in the same manner to remove the second column of picture cards.
11. Invite the child to work with the material.
12. Return the material to the shelf when completed.

Mental Development Enhanced Expressive Language

