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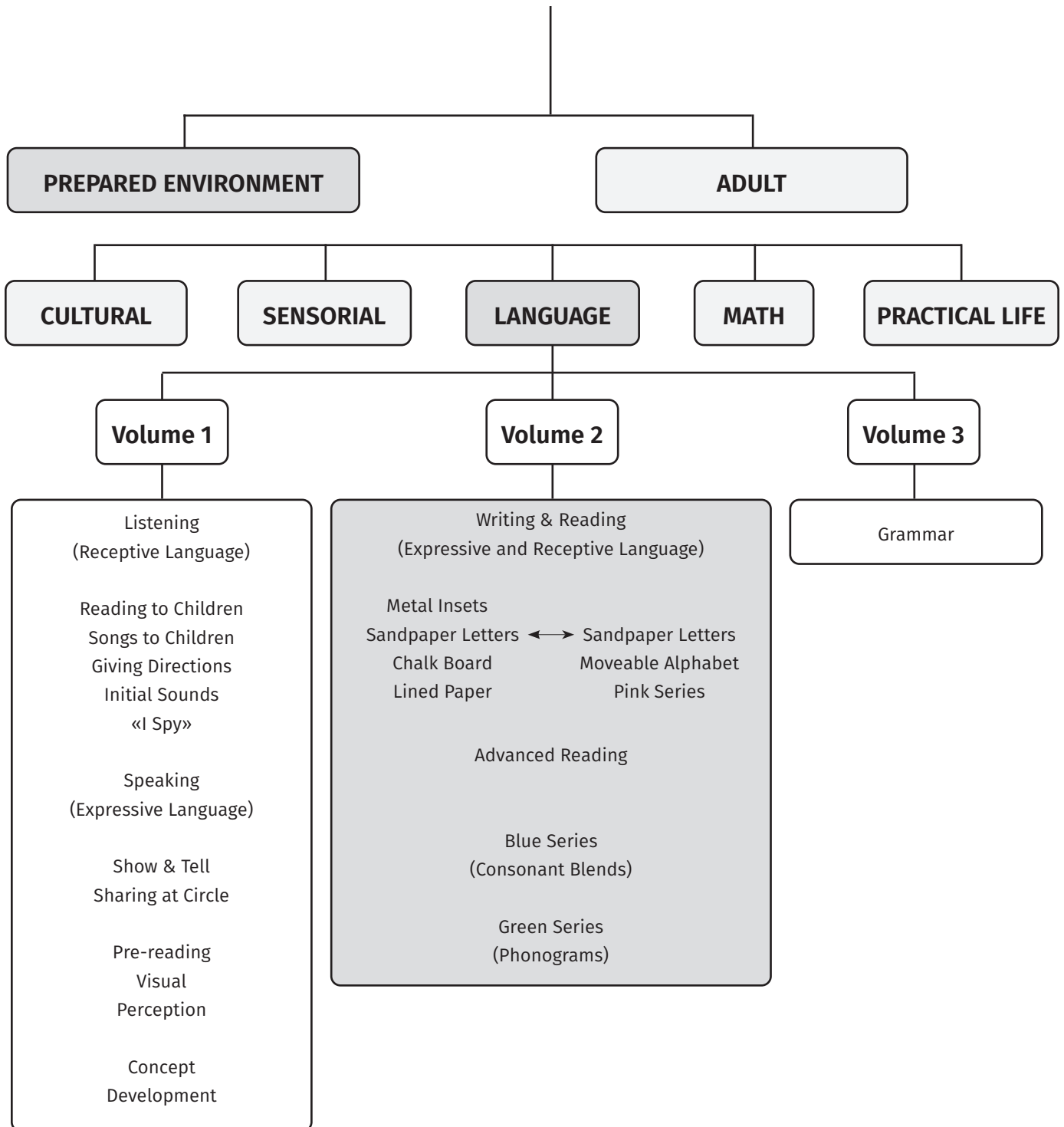
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Organizational Chart of Language Arts Curriculum – Material

- CHILD -
“SPIRITUAL EMBRYO”



Sandpaper Letters

Age

- 3 to 4 years

Language

- sounds the letters make

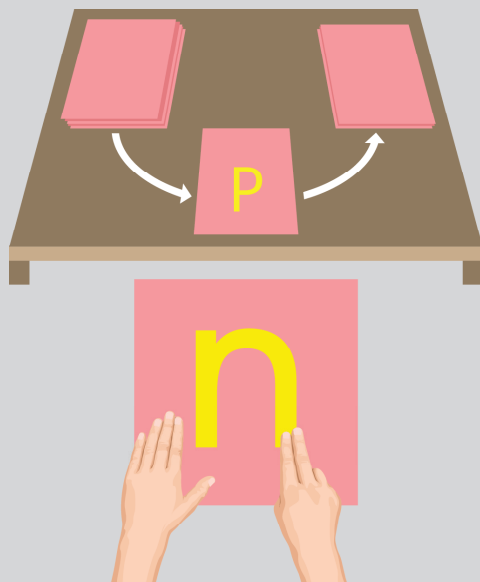
Control of Error

- teacher
- the child's auditory and tactile sense

Material

- twenty-one consonant letters in lower case (manuscript) cut from sandpaper or other textured material, mounted on pink masonite
- five vowel letters in lower case (manuscript) cut from sandpaper or other textured material and mounted on blue masonite
- groupings of letters:

(1) a m n p t (2) e, d, f, r, s (3) i, b, c, h, l
(4) o, g, j, k, w (5) u, qu, v, x, y, z



Aim

Direct

- develop concentration, order, coordination, independence, and self-esteem
- identify sounds represented in graphic form

Indirect

- prepare for writing and reading

Note

- The presentation of Sandpaper Letters is always an individual activity.

Variations

Place all the Sandpaper Letters of a group out. Cover the letters with a cloth and remove one letter. Ask the child which sound is missing.

The following presentation is the same as the Sandpaper Letters presentation in Chapter 2: Handwriting. At this stage, however, the sound that the letter makes is introduced.

Presentation

1. Invite the child to work with you.
2. Say, "Let's find the first container of Sandpaper Letters."
3. Remove the Sandpaper Letters, placing them upside down in the upper left corner.
4. Have the child sit in the chair properly as modeled in the Metal Inset work.
5. The teacher sits to the child's dominant hand side.
6. The teacher demonstrates the proper use of the material.
7. Select a Sandpaper Letter and turn the letter up.
8. Place the subdominant hand along the side of the masonite of the Sandpaper Letter to steady the letter.
9. With the dominant hand, indicate the two fingers (index- and middle- fingers) held together.
10. Beginning at the top of the letter, gently trace the shape of the letter with the index and middle fingers, making the sound of the letter.
11. Place the dominant hand in your lap.
12. Release the subdominant hand.
13. Invite the child to trace the letter and make the sound of the letter.
14. Turn the Sandpaper Letter face down, and move it to the upper right corner.
15. When three letters have been introduced, proceed to a three-period lesson.
16. When the child has mastered the preceding three letter sounds, introduce a fourth letter and sound, then proceed to a three-period lesson which includes the two prior sounds.
17. Continue until all five sounds in the group have been mastered.
18. The material may be returned to the shelf when the child is finished.

Sandpaper Letters With Pictures

Age

- 3 to 4 years

Language

- names of the pictures

Control of Error

- teacher
- the child's visual and auditory senses

Material

- Sandpaper Letters
- pictures are organized in the following letter groupings as single picture cards or in flip books:



Aim

Direct

- match the initial sound of a picture to the Sandpaper Letter
- develop concentration, order, coordination, independence, and self-esteem

Indirect

- prepare for writing and reading

1. a m n p t (red)

- /a/ accident, add, Afghan, Africa, alligator, apple, ax
- /m/ mad, map, mail, maracas, men, moose, mop, mud
- /n/ nail, needle, nest, newspaper, nickel, nine, numbers, nut
- /p/ pan, peg, pen, pig, pin, pineapple, pod, pup
- /t/ tag, tambourine, tan, ten, tin, tomato, top, tub

2. e d f r s (blue)

- /e/ eggs, elastic, elbow, elephant, elevator, elk, empty, endocarp
- /d/ deer, desk, dinosaur, dog, doll, donut, door, duck
- /f/ fan, feather, fig, fin, fish, foot, fork, fox
- /r/ rabbit, rag, rake, rat, red, rib, rod, rug
- /s/ sailboat, saw, sod, seal, seven, six, submarine, sun

3. i b c h l (yellow)

- /i/ ibis, igloo, inch, inflate, ill, injury, insect, instruments
- /b/ bag, banana, beater, bed, bib, bud, bun, bus
- /c/ can, cap, carrot, cat, cob, cog, cot, cup
- /h/ ham, hammer, helicopter, hem, hen, hip, hoe, hog
- /l/ ladder, leg, lemon, lid, lion, lips, lobster, log

4. o g j k w (green)

- /o/ obelisk, octagon, octopus, olives, osprey, ostrich, otter, ox
- /g/ gap, garage, gas, gears, goat, gorilla, guitar, gum
- /j/ jack o'lantern, jacks, jam, jeep, jet, jug, juggle, jump
- /k/ kangaroo, keg, key, kid, kitchen, kite, kiwi, koala
- /w/ waffle, wagon, waterfall, wave, web, windmill, window, wing

5. u qu v x y z (orange)

- /u/ udder, ugly, ulna, umbrella, umpire, under, underwear, up
- /qu/ quail, quarter, queen, quilt
- /v/ vase, vegetables, veins, vineyard, violin, vitamins, volcano, vowels
- /x/ xebec, Xenia, xylem, xylophone
- /y/ yak, yam, yarn, yoy
- /z/ zebra, zero, zipper, zither

Presentation

1. Invite the child to work with the initial sound pictures and the Sandpaper Letter which corresponds.
2. Show the child where the initial sound pictures and Sandpaper Letter are located on the shelf.
3. Select the container with the initial sound pictures and Sandpaper Letter and carry them to the table or rug.
4. Place the container in the upper left of the table or rug.
5. Place the Sandpaper Letter in front of the child.
6. Indicate the Sandpaper Letter. Say, "What sound does this letter represent?"
7. Remove one picture at a time or show a picture in the flip book. Name the picture: mop.
8. Trace the Sandpaper Letter and make the sound /m/.
9. Point to the picture. Name the picture (mop), emphasizing the initial sound /m/.
10. Continue in this manner with the remaining pictures.
11. Upon completion, allow the child to review the material by renaming the pictures and tracing the Sandpaper Letter /m/.
12. Return the pictures to the container, selecting the materials from left to right, or place the flip book in the container .
13. Return the material to the shelf.

Presentation 2

1. Continue in this manner with the remaining pictures and Sandpaper Letters in Group 1: /a/, /t/, /n/ and /p/.

Presentation 3

1. Continue with the pictures and Sandpaper Letters in Groups 2 through 5.

Sandpaper Letters: Consonant Blends (Blue Series)

Age

- 5 to 6 years

Language

- the sounds of the consonant blend letters

Control of Error

- teacher
- the child's auditory and tactile sense

Material

- Montessori Sandpaper Letters: l, r, b, c, d, f, g, k, l, m, n, p, s, t, w.



Aim

Direct

- develop order, concentration, coordination, independence, and self-esteem
- identify consonant blend sounds in graphic form

Indirect

- prepare for writing and reading

Note

- The following presentation is parallel to the Sandpaper Letters presentation found in Chapter 4 of Language Arts Volume III. The presentation of Sandpaper Letters is always an individual activity.
- The consonant blends in group 7 make the same sound.

Group 1:	l, r, b	for	bl, br
Group 2:	l, r, c,	for	cl, cr
Group 3:	r, d	for	dr
Group 4:	l, r, f	for	fl, fr
Group 5:	l, r, g	for	gl, gr
Group 6:	l, r, p	for	pl, pr
Group 7:	s, c k	for	sc, sk
Group 8:	s, l m	for	sl, sm
Group 9:	s, n p	for	sn, sp
Group 10:	s, t w	for	st, sw
Group 11:	r, w t	for	tr, tw

Presentation 1: Blue Series B - Consonant Blends at the Beginning of Words

1. Invite the child to work with the Sandpaper Letters for the consonant blends.
2. Show the child where the Sandpaper Letters are located on the shelf.
3. Select the Sandpaper Letters for Group #1: “l,” “r,” and “b” for “bl” and “br;” and carry them to a table.
4. Place the Sandpaper Letters upside down in the upper left corner of the table.
5. Have the child sit in the chair properly as modeled in the Metal Inset work.
6. The adult sits to the child’s dominant hand side.
7. The adult demonstrates the proper use of the material.
8. Select the consonant blend Sandpaper Letters “b” and “l” and place the letters together: “bl.”
9. Place the subdominant hand along the side of the masonite of the Sandpaper Letter to steady the board.

10. With the dominant hand, indicate the two fingers (index and middle fingers) held together.
11. Beginning at the top of the first letter “b,” gently trace the shape of the letter with the index and middle fingers, making the sound of the letter.
12. Immediately continue to the top of the second letter “l,” and gently trace the shape of the second letter with the index and middle fingers, continuing the sound of the second letter and producing the consonant blend sound “bl.”
13. Place the dominant hand in your lap.
14. Release the subdominant hand.
15. Invite the child to trace the letters and make the sounds of the letters.
16. Turn the “l” upside down, and move it to the upper right corner.
17. Continue to the second consonant blend sandpaper letters “b” and “r” and place the letters together: “br.”
18. Proceed as before.
19. Proceed to the second period of the three-period lesson.
20. Place all three letters in front of the child: “b,” “l,” and “r.”
21. Say, “Place the letters together to make the sound ‘bl’?” Place the letters together to make the sound ‘br’?”
22. Proceed to the third period of the three-period lesson.
23. Ask, “What sound do these letters make (‘bl’)?” What sound do these letters make (‘br’)?”
24. The material may be returned to the shelf when the child is finished.

Presentation 2

1. Continue with the remaining groupings of consonant blends.

Group 2: cl, cr

Group 7: sc, sk

Group 3: dr

Group 8: sl, sm

Group 4: fl, fr

Group 9: sn, sp

Group 5: gl, gr

Group 10: st, sw

Group 6: pl, pr

Group 11: tr, tw