LOVING YOUR LANGUAGE ARTS CURRICULUM: MAKING LANGUAGE FUN FOR THE SECOND PLANE CHILD

Anyas. Bartlett
The Center for Guided Montessori Studies
Anyas.Bartlett@gmail.com

Montessori Alliance of Tennessee Conference
September 16, 2017

“It is still true that knowledge may truly be developed by awakening the interest.” Maria Montessori, From childhood to Adolescence
USING MONTESSORI’S INSIGHTS ABOUT THE SECOND PLANE TO “MAKE THE LANGUAGE CURRICULUM COME ALIVE”
What makes Montessori classrooms different than traditional?

**Traditional**
- Children are different. Some can learn, others cannot.
- No implicit trust and respect for every child.
- Teacher centered.
- The teacher is the transmitter of knowledge.
- Homogenous grouping. Children are taught in a group.
- Some are held back, some are pushed, and some are dropped.
- Answers are provided by the teacher.
- Teacher directed. Very little choice.
- Subjects are compartmentalized
- Time periods are allotted.
- Competitive
- Children are motivated by rewards and punishment (grades are rewards or punishment).
- Rewards and punishments are a result of actions.
- Tests to evaluate.

**Montessori**
- All children can learn, our job to find out how.
- Implicit trust and respect for every child.
- Child centered.
- Children learn through their own discovery and experience.
- Multi-age grouping. Children are directed individually.
- Each child learns at her/his own pace.
- Children correct themselves through control of error.
- Children work independently.
- Subjects are intertwined.
- No time restriction.
- Non-competitive
- Children are self motivated.
- Children learn that actions lead to natural consequences.
- Self evaluation.
Psychological Characteristics of the Second Plane of Development

- Imagination
- Reasoning Mind
- Societal Explorer: Social Relationships
- Intellectual Period
- Justice and Moral Judgments
- Wants to Work
- Compassion and Empathy
- How the World Works
- *Cosmic Curriculum
Imagination

The abstract mind of the second plane child gives way to an active imagination which is at its peak.

It is our job to spark the imagination, use the creative juices of the imagination to allow for a deeper level of learning and understanding.

“Human consciousness comes into the world as a flaming ball of imagination... These subjects must be presented so as to touch the imagination of the child, and make him enthusiastic, and then add fuel to the burning fire that has been lit” — Maria Montessori, *To Educate the Human Potential*

“It is along the path of high realities, which can be grasped by the imagination, that the child is led between the ages of six and twelve. Imaginative vision is quite different from mere perception of an object, for it has no limits. Not only can imagination travel through infinite space, but also through infinite time.” Maria Montessori, *To Educate the Human Potential*

“Our aim therefore is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core.” Maria Montessori, *To Educate the Human Potential*
The Deep Well of Time

The Transformative Power of Storytelling in the Classroom

Michael J. Dorer

Storytelling!
"Now he is interested in mainly the how and the why. All that used to attract him sensorially now interests him from a different point of view. He is looking for what needs to be done. That is, he is beginning to become aware of the problem of cause and effect." Maria Montessori, *From Childhood to Adolescence*

In the second plane children develop “the higher brain functioning required for reasoning. . . Reasoning allows us to keep facts and ideas in relation to each other. We can compare, deduce and arrive at conclusions. The reasoning capacity shows itself clearly in the children’s new interest in searching out the interrelatedness of things.

With this power of reason, a new world of independent thought and discovery is opened up to the child. It is the realm of abstract ideas that now intrigues them” (Paula Polk Lillard, *Montessori Today* p. 48).
“For him to progress rapidly, his practical and social lives must be intimately blended with his cultural environment.”

“Knowledge and social experience must be acquired at one and the same time.” Maria Montessori, From Childhood to Adolescence

Elementary children are social beings with a need to explore and experiment with social interactions, rules and structures. They must not only be allowed the time and space for this growth, it must be incorporated into their intellectual and academic work.
The elementary child wants to work, to be challenged, to stretch their academic capabilities. Memory is extremely keen and must be stretched. The child is excited and proud of the amount of work she is capable of and wants to share and show her accomplishments.

“The children’s appetite for knowledge is immense. They are not satisfied with bits and pieces of isolated information. . . They want to grasp the whole of knowledge.” Paula Polk Lillard, Montessori Today
# Using the Psychological Characteristics to Make the Curriculum Come Alive

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Making it work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagination</td>
<td>Use of stories, tales, grandeur. Allow for the child to do her own creation using her blossoming creativity. Look past the here and now to times and places past and future.</td>
</tr>
<tr>
<td>Reasoning Mind</td>
<td>Transdisciplinary Studies. Present the why, the reason behind the facts. Allow for conjecture, debate and comparison.</td>
</tr>
<tr>
<td>Social Being</td>
<td>Group lessons, projects and partner work. Incorporate outside social interactions (interviews, lessons to younger students, letters…)</td>
</tr>
<tr>
<td>Intellectual Period</td>
<td>Big projects, presentations, chances to “show-off” and perform.</td>
</tr>
</tbody>
</table>
Howard Gardner’s Theory of Multiple Intelligences

- Multiple types of human intelligence.
- Different than *learning style*, which focuses more on the individual learning process (mastery, understanding, self-expressive, interpersonal). MI is focuses on the content of learning and its relation to the disciplines.
- Everyone has all eight types of intelligences.
- Learning should not be limited to strongest area of intelligence. Learning is fluid and complex. Dr. Gardner said, “When one has a through understanding of a topic, one can typically think of it several ways.”
- Provide students with multiple ways to access content and demonstrate knowledge.

Verbal-Linguistic
Logical-Mathematical
Musical
Bodily-Kinesthetic
Interpersonal
Intrapersonal
Naturalist
Existential/Spiritual
Types of Intelligences:
Linguistic and Logical-Mathematical

**Linguistic**

- **What:**
The ability to use words effectively for reading, writing, listening and speaking.

- **How:**
Engage in discussion. Writing to communicate. Use words to explain a concept. Lots of storytelling.

**Logical-Mathematical**

- **What:**
Seeing patterns, using calculations and logic, and conceptualizing relationships between symbols, processes and actions.

- **How:**
Relate learning to a puzzle or formula. Use of symbols and organizational process.
Types of Intelligences: Musical and Bodily-Kinesthetic

**Musical**

- **What:**
  A sensitivity to sounds and the emotions music conveys. Enjoyment of hearing and making music.

- **How:**
  Create songs, rhymes, chants. Associate learning concept with music. Play musical instrument.

**Bodily-Kinesthetic**

- **What:**
  Thinking in movements, the ability to use movements for expression or accomplishing a goal. Information is best retained when associated with an activity.

- **How:**
  Physical activities such as a skit, dance or game. Use of hands-on practice and activity.
Types of Intelligences: Visual-Spatial and Naturalistic

**Visual-Spatial**

- **What:**
The ability to see, manipulate and transform images in your mind. Excel with puzzles, mazes, maps and charts.

- **How:**
Draw, build, design and create representations of concepts. Use of machines, maps and imagery.

**Naturalistic**

- **What:**
Understanding the patterns of the natural world. Categorization and organization of the living world.

- **How:**
Work outdoors, interacting with the natural surroundings. Focus on nature and the living world.
Types of Intelligences: Interpersonal and Intrapersonal

Interpersonal

- **What:**
  Focus on social interaction. An awareness of the feelings, moods, desires and motives of others. Competent communicators.

- **How:**
  Group projects, mentoring, leading group work, and “apprenticeships.”

Intrapersonal

- **What:**
  A sensitivity to connecting to who you are and how you feel. Knowing your own limits and abilities.

- **How:**
  Individual work, goal setting, self reflection and assessment.
## Multiple Intelligence Chart

<table>
<thead>
<tr>
<th>Type of Intelligence</th>
<th>Core Skills and Learning Strategies</th>
<th>Likes To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>Syntax, phonology, vocabulary, Memorizing dates – names- and trivia</td>
<td>Read, write, story telling</td>
</tr>
<tr>
<td><strong>Logical - Mathematical</strong></td>
<td>Seeing patterns, calculations, logic, problem solving, categorizing, classifying</td>
<td>Work with numbers, solve problems, explore patterns and relationships, do experiments</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td>Pitch, rhythm, timbre, picking up sounds, remembering melodies</td>
<td>Sing, hum, listen to music, keep a beat to music, play and explore and play instruments</td>
</tr>
<tr>
<td><strong>Bodily – Kinesthetic</strong></td>
<td>Control of body movements, skillful handling of objects, coordinated physical activities (sports, dance, acting)</td>
<td>Move around, touch and talk, process information through bodily sensations, use body language</td>
</tr>
<tr>
<td><strong>Spatial</strong></td>
<td>Mental visualization, mental manipulation and transformation of images, mazes and puzzles, reading maps and charts</td>
<td>Draw, build, design, and create things, daydream and imagine, explore gadgets and machines, mapping and treasure hunts</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Awareness of the feelings, moods, and desires and motivations of others, communicating, mediating conflict, organizing people and events</td>
<td>Have friends, share, relate, compare, join groups, work cooperatively, be a helper and/or leader, discuss and solve personal problems</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Awareness of one’s own feelings, desires, capacities, focus on inward feelings and dreams, follows instincts, pursues personal interests and goals</td>
<td>Pursues own interests, enjoys working alone, like to have own space, set and achieve goals, enjoys being unique individual</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Recognition of and classification of objects in the natural environment, categorizing, organizing a living area, preservation and conservation</td>
<td>Being outside with plants and animals, geography, weather, gardening, studying natural phenomenon, interacting with surroundings, figuring out how things work</td>
</tr>
<tr>
<td><strong>Existential/Spiritual</strong></td>
<td>Seeing the big picture, pondering questions about life, death and the ultimate reality, making connections</td>
<td>Ponder and question, learn about how others find meaning in life, explore one’s role in the world, family, school, and community, be a peacemaker and peacekeeper, pray and/or meditate, visualize, connect.</td>
</tr>
</tbody>
</table>

Resources: Montessori Life Magazine, Winter 2003
http://www.ldrc.ca/projects/miinventory/miinventory.php?eightstyles=1
http://surfaquarium.com/MI/overview.htm

Kitty Bravo, CGMS, 2008
The Language Curriculum
The Language Curriculum can be organized into five distinct but interrelated areas.

- Listening and Speaking Skills
- Grammar
- Word Study
- Reading and Literature
- Writing and Composition
Putting it together...

Psychological Characteristics of 2nd Plane

- Imagination
- Reasoning Mind
- Social Being
- Intellectual Period

Multiple Intelligences

- Logical-mathematical
- Visual-Spatial
- Linguistic
- Bodily-kinesthetic
- Musical
- Interpersonal
- Naturalistic
- Existential

Language Curriculum

- Listening and Speaking Skills
- Word Study
- Grammar
- Writing
- Reading and Literature
Listening and Speaking Skills

There are innumerable opportunities within the areas of listening and speaking to take advantage of 2nd Plane Characteristics and make use of Multiple Intelligences.

- Discrimination of sounds in nature and music.
- Presentations, drama, mock debates, speeches, talent show, skits and plays.
- Listening and speaking games.
- Sounds of language throughout time and space.
- Storytelling, poetry reading...
Consider grammar and word study work within the structure of the 3 period lesson.

- **1st period**: Key lesson
  - Key lessons are Impressionistic lessons! Appeal to the imagination, active involvement, leave an IMPRESSION.
  - Reasoning Mind wants to know WHY- Etymology and history.
  - Storytelling- use the imagination.

- **2nd period**: Practice Work/Follow-up.
  - Variety of choice
  - Individual and social options

- **3rd period**: Demonstration
  - Searches
  - Games
  - Projects
Game: Grammar Symbolizing Race
Reading and Literature

Decoding - phonics and sight words, fluency and intonation.

Book Club and Silent Reading - study of literature, comprehension, inference, main idea, sequencing, summarizing, purpose, point of view etc.

The elementary classroom should be a language laboratory, rich with materials and opportunities.

- Opportunities for individual as well as group reading. Exchange “reading group” for “Book Club.”
- Listening as well as reading.
- Reports and presentations in a variety of formats. Available at any time.
- Fiction and Non-fiction, variety of reading sources.
- Reading can be quiet and calm AND it can be fun, active and social.
Book Presentations
Character Presentations
Writing and Composition

Sentence and paragraph structure, types of writing (essay, story, report, letter, poetry), styles of writing, voice, perspective, language mechanics, etc.

Writing skills are interwoven throughout the entire curriculum and are included in all areas of language.

- Reverse the “handwriting myth” by making it fun with full body lessons, special pens, paper and “fonts.”
- Have a variety of writing types available for work at all times.
- Publishing!
- Variety of writing opportunities and prompts.
Command Card Extensions
I got it right yelled Nigel.
So long yawned Trevor.
Dave has a raft read Neel.
Sit down said Ms Gina.
Boo yelled Inara

“I got it right!” yelled Nigel.
“So long,” yawned Trevor.
“Dave has a raft,” read Neel.
“Sit down,” said Ms Gina.
“Boo!” yelled Inara.
Cosmic Education

- Connect to the why, to history
- Cross-curricular integration
- Cultural studies as the foundation for language work

A combination of strong subject skills and cross-curricular integration with the Great Stories—instead of siloed subjects or artificial "themes." In Montessori, we emphasize both strong subject-matter skills, and cross-curricular integration, which is essential for children to understand why what they learn matters. Our teachers are constantly guiding children to see connections.
Remember.....

“The role of education is to interest the child profoundly in an external activity to which he will give all his potential”

-Maria Montessori, From Childhood to Adolescence

- What ‘really’ matters?!
- Choice and variety
- Snowball effect
- “skin in the game”
- There are no “Montessori Police!” Capture the interest of the child- if that means adjusting or adding to the “classic” material, you have permission.
- All about application
### Lesson Plan format for Individual Detailed Lessons

<table>
<thead>
<tr>
<th><strong>TOPIC/ TITLE:</strong></th>
<th>Title of Lesson and topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGE GROUP OR:</strong></td>
<td>Define the age group or special population this lesson is designed for. (i.e. all pre-primary students, intermediate group or full day group only.)</td>
</tr>
<tr>
<td><strong>CLASS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DURATION:</strong></td>
<td>Time needed to complete the lesson. You may also want to put a time for each activity.</td>
</tr>
<tr>
<td><strong>MATERIALS:</strong></td>
<td>Materials and handouts needed to teach the lesson</td>
</tr>
<tr>
<td><strong>GOAL:</strong></td>
<td>General statement of overall concepts to be covered and gains to be made by the students</td>
</tr>
<tr>
<td><strong>OBJECTIVE:</strong></td>
<td>List exactly what the students should be able to do after they have participated in this lesson. Use objective quantifiable, behavioral terms such as identify, state, locate, demonstrate, etc.</td>
</tr>
<tr>
<td><strong>MOTIVATION / OPENING:</strong></td>
<td>A short activity that will reinforce or motivate students for the remainder of the lesson. Sometimes a song, picture, or object will heighten interest. A short game related to the lesson or affirmation exercise is also a good way to open. Always tie in the activity to the main body of the lesson.</td>
</tr>
<tr>
<td><strong>PROCEDURE:</strong></td>
<td>This is the body of the lesson and sequence of the activities. Note the time and materials needed for each activity, what is to be recorded on a chart or board and what handouts are needed.</td>
</tr>
<tr>
<td><strong>CLOSING:</strong></td>
<td>Summarize the lesson and what was covered by using a short song, game, quote, activity etc. (similar to the opening exercises) This brings the lesson to a close.</td>
</tr>
<tr>
<td><strong>FOLLOW-UP:</strong></td>
<td>Detail any homework or additional assignments given to reinforce or apply the lesson.</td>
</tr>
</tbody>
</table>
**Example**

**TOPIC/TITLE:** Introduction to the Noun  
**AGE/GROUP:** First-year elementary/small group lesson  
**DURATION:** 20 minutes  
**MATERIALS:** Noun symbols (pyramids and triangles), noun recording sheet  
**GOAL:** Recognition of noun and symbol  
**OBJECTIVE:** Students will be able to identify the symbol of a noun, and give basic definition (person, place, thing)  
**SEQUENCE:** First Lesson in series

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intelligence</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story of the Noun Symbol</td>
<td>Visual-Spatial</td>
<td>Imagination</td>
</tr>
<tr>
<td></td>
<td>Linguistic</td>
<td>Reasoning Mind</td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Noun Song (with &quot;helpers&quot;)</td>
<td>Musical</td>
<td>Social Being</td>
</tr>
<tr>
<td>2. &quot;Secret&quot; Scavenger Hunt with revealing</td>
<td>Kinesthetic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linguistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noun Song</td>
<td>Musical</td>
<td>Social Being</td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Individual “hunt” and chart with picture option</td>
<td>Kinesthetic</td>
<td>Social Being</td>
</tr>
<tr>
<td>- Noun “monster”</td>
<td>Visual/Artistic</td>
<td></td>
</tr>
<tr>
<td>- Noun Grammar Boxes</td>
<td>Linguistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Lesson Plan Format for Individual Lesson

<table>
<thead>
<tr>
<th>Activity</th>
<th>Intelligence</th>
<th>Characteristic</th>
<th>Curricular Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>