Montessori Language Development is More Than Reading (Primary)

1. **Introduction**
2. Hello and introductions of participants
3. 1st Plane of Development (0-6yrs.)
* 0-3 yrs. The baby is the “Personal Constructor” of its own mental and physical functions as he/she is creating a “new being” (Montessori, Secret 30). 80% of brain development occurs during this period. The brain acts like a sponge absorbing everything, sensorially, from the environment. It is sufficient to perceive the images, there is no logical order. The mother’s relationship allows the baby to learn to trust; the life of the family helps the child acquire spoken language.
* 3-6 yrs. The child “needs the society of other children at this age” (Montessori). The brain still acts like a sponge, but now it needs to perceive “exactly” and connect the things perceived “logically” (Montessori, Absorbent Mind,226). The child is still hyper-interested in language so this provides the optimal time to teach “the exact name of things” and to help children “speak correctly” (Montessori, Discovery, 155). By five, however the unconscious, formative interest in language is “already on the decline” (218).
1. Sensitive Period for Language = 7 months in utero to 6 yrs.
* A sensitive period is a time when the child’s mind absorbs, unconsciously, specific things at specific times from his or her environment.
* 30 months – a child’s language is fully developed
* By 3 – a child should be able to clearly speak in full sentences, with correct basic syntax (words in meaningful order), and each sound in a word should be clear and intelligible.
* 90% of adult conversational language is in place by 6
1. **Oral Language** - teacher given formal presentations
2. Objects: furnishings and surroundings, practical life, sensorial comparatives and superlatives, sound objects, math, language, art, cooking, music, zoology, geography, botany, science, history, etc. The child uses the lesson first, then the language for each part of the lesson is given using the 3 period lesson.
3. Pictures – naming and simple explanations (conversations)
4. Songs
* Sing daily, teacher memorizes songs
* Put a copy of the song on the shelf for child to see and sing
1. Poetry
* Recite one each week, teacher memorizes
* Put a copy of the poem on the shelf for child to read and memorize
1. Books on tape – use nonfiction (see handout)

1. Emotions – stories, manipulatives, song
2. Reading books
* Holidays, cultural/curriculum related (see handout)
* Guidelines for Reading with Children (see handout)
1. Natural conversations with intentionally used words
* The foundations for all the great, deep reading comprehension and expression that we hope to nurture in our children is based squarely on talking.
* But not just any talking; talking in precise, planned, and repeatable ways.
1. **Grammar**
2. Games – played in small group games (see handout)
3. Series of manipulative lessons: noun, adjective, verb, preposition

Each part of speech has 2-3 lessons where possible: a pink, blue and green reading level lesson.

1. **Word Study**
2. Use this sequence in each area of study: objects (where possible), pictures, words.
3. Series of lessons (see handout)
4. **Writing (written language)**
5. Sensitive period: 31/2 – 41/2 yrs.
6. Suggested sequence (see handout)
7. Materials to use
8. Other
9. Baggie words: non-phonetic words, the ones that don’t follow any rules at all!
* Introductory set – allows the reading of phonetic sentences/books
* 220 Dolch sight words
1. True stories: about your life as a child or an adult, your family
2. Listen and Do Command games: “Let’s play Listen and Do. I’ll ask you to do something and then you go ahead and do it.”
3. Double Commands: ”Bobbe, please touch the 2nd red rod and bring me the smallest piece from the pink tower.”
4. Spoken classifications:
* Done with a small group or while waiting in line
* Start by saying, “Let’s play a word game. I’m thinking of fruits. Apples, peaches, then kids join in.” Can use any category.

Thank you for your kind attention today. We have so enjoyed sharing our knowledge about the young child and language development. And we have especially enjoyed learning from you as we all work to do our best for every Montessori child in our care!

Lyn Baker, wish4it@gmail.com

Bobbe Spink, bobbe\_spink@yahoo.com