

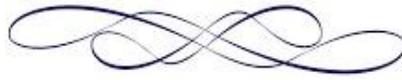


# **A Parent's Guide to the Montessori Classroom**



## **THE PURPOSE OF EDUCATION**

## **MONTESSORI**

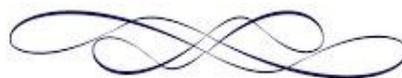


Dr. Maria Montessori believed that no human being is educated by another person. An individual must do it him/ herself or it will never be done. A truly educated individual continues learning long after the hours and years he/ she spends in the classroom because he/ she is motivated from within by a natural curiosity and love for knowledge. Dr. Montessori felt, therefore, that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of studies, but rather to cultivate own natural desire to learn.

In the Montessori classroom this objective is approached in two ways: first, by allowing each child to experience the excitement of leaning by his/ her own choice rather than by being forced; and second, by helping the child to perfect all his/ her natural tools for learning, so that his/ her ability will be at a maximum in the future learning situations. The Montessori material have this dual long-range purpose in addition to their immediate purpose of giving specific information to the child.

## **HOW CHILDREN**

## **LEARN**



The use of the materials is based on the young child's unique aptitude for learning that Dr. Montessori identified as the "absorbent mind". In her writings, she frequently compared the young mind to a sponge. It literally absorbs information from the environment. The process is particularly evident in the way in which a two year old learns his native language without formal instruction and without the conscious, tedious effort that an adult must make to master a foreign tongue. Acquiring information in this way is a natural and delightful activity for the young child who employ all his/ her sense to investigate his/ her interesting surroundings.

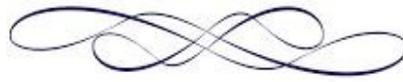
Since the child retains this ability to learn by absorbing until he is almost seven years old, Dr. Montessori reasoned that child's experience could be enriched in a classroom where

he/ she could handle materials that introduce basic educational information. Over 100 years of experience have proven her theory that a young child can learn to read, write and calculate in the same natural way that the child learns to walk and talk. In a Montessori classroom the equipment invites the child to do this during his/ her own periods of interest and readiness.

Dr. Montessori always emphasized that the hand is the chief teacher to the child. In order to learn there must be concentration and the best way a child can concentrate is by fixing his/ her attention on some task he/ she is performing with his/ her hands. (The adult habit of doodling is remnant of this practice). All the equipment in a Montessori classroom allows the child to reinforce this casual impressions by inviting the child to use his/ her hands for actual learning.

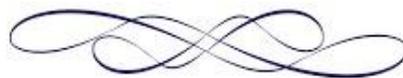
## **SENSITIVE PERIODS**

## **FOR EARLY LEARNING**



Another observation of Dr. Montessori's, which has been reinforced by modern research is the importance of the sensitive periods for early learning. These are periods of intense fascination for learning a particular characteristic or skill, such as going up and down steps, putting things in order, counting or reading. It is easier for a child to learn a particular skill during the corresponding sensitive period than at any other time in his/ her life. The Montessori classroom takes advantage of this fact by allowing the child freedom to select individual activities that correspond to his/ her own periods of interest.

## **AT WHAT AGES?**



Although the entrance age varies in individual schools, a child can usually enter a Montessori classroom between the ages of two and one half and four, depending on when the

child can be happy and comfortable in a classroom situation. The child will begin with the simplest exercises based on activities that all children enjoy. The equipment that the child use at three and four will help her to develop the concentration, coordination and working habits necessary for the more advanced exercise he/ she will perform at five and six. The entire program of learning is purposefully structured. Therefore, optimum results cannot be expected either for a child who misses the early years of the cycle, or for one who is withdrawn before he/ she finishes the basic material described here.

Parents should understand that a Montessori school is neither a babysitting service nor a play school that prepares a child for traditional kindergarten. Rather it is a unique cycle of learning designed to take advantage of child's sensitive years between three and six, when she can absorb information from an enriched environment. A child who acquires the basic skills of reading and arithmetic in this natural way has the advantage of beginning his/ her education without drudgery, boredom or discouragement. By pursuing the child's individual interests in a Montessori classroom, he/ she gains an early enthusiasm for learning, which is the key to becoming a truly educated person.

## **A VIEW OF THE**

## **CLASSROOM**



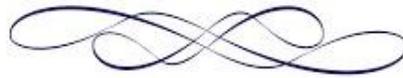
The Montessori classroom is indeed a child's world, geared to the size, pace and interests of boys and girls between the ages of three and six. It is designed to put the child at ease by giving the freedom in an environment prepared with attractive materials. These materials are arranged on low shelves within easy reach of even the smallest youngster.

The tables and chairs in the classroom are movable, permitting a flexible arrangement for many activities. The children also work on small mats on the floor where they are naturally comfortable.

The Montessori Materials in the classroom can be divided into three main groups. The Practical Life Exercises, which are the beginning activities for three- and four- year- old children; The Sensorial Materials which can be used by all ages in the class; and The Academic Materials, which await each child's moments of interest in reading, arithmetic and geography.

## THE ROLE OF THE

## TEACHER



In a Montessori classroom there is no front of the room and no teacher's desk as a focal point of attention, because the stimulation for learning comes from the total environment. Dr. Montessori always referred to the teacher as a "directress" and her role differs considerably from that of a traditional teacher. She is, first of all, a very keen observer of the individual interests and needs of each child, and her daily work proceeds from her observations rather than from a prepared curriculum. She demonstrates the correct use of materials as they are individually chosen by the children. She carefully watches the progress of each child and keeps a record of his/ her work with the materials. She is trained to recognize periods of readiness. Sometimes she must divert a child who chooses material that is beyond his/ her ability; at other times she must encourage a child who is hesitant. Whenever a child makes a mistake, she refrains, if possible, from intervening and allows the child to discover his/ her own error through further manipulation of the self-correcting material. This procedure follows Dr. Montessori's principle that a child learns best through experience.

## THE BEHAVIOR OF

## THE CHILDREN

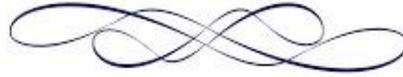


There is always a busy hum of activity in a Montessori classroom because of the use of materials involves many motions--walking, carrying, pouring, speaking, and particularly the constant use of the hands. All activity, however, is guided by respect for the teacher, a respect for the work of others, and a respect for the material themselves. Dr. Montessori never equated goodness with silence and immobility. Self-discipline, she felt, should be acquired gradually through absorption to meaningful work. When a child becomes vitally interested in a particular classroom activity, his/ her behavior almost always matures. If a child misbehaves in

Montessori classroom, the teacher usually helps him/ her to select work which will more fully absorb his/ her attention.

## **WHY MIXED AGE**

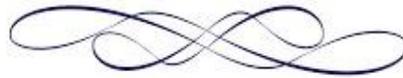
## **GROUPS?**



If classroom equipment is to be challenging enough to provoke a learning response, it must be properly matched to the level that an individual child has already reached in his/ her past experience. This experience is so varied that the most satisfying choice can usually be made only by the child him/ herself. The Montessori classroom offers the child an opportunity to choose from a wide variety of graded materials. The child can grow as his/ her interests lead him/ her from one level of complexity to another. Having children ages three through six together permits the younger children to observe a graded series of models for imitation, and the older ones an opportunity to reinforce their own knowledge by helping the younger ones.

## **NON COMPETITIVE**

## **ATMOSPHERE**



Because the children work individually with the materials, there is no competition in the Montessori classroom. Each child relates only to his/ her own previous work, and the child's progress is not compared to the achievement of other youngsters. Dr. Montessori believed that competition in education should be introduced only after the child has gained confidence in the use of basic skills. "Never let a child risk failure", she wrote, "until he has a reasonable chance of success".

## **THE PRACTICAL LIFE**

## **EXERCISES**



“A child’s work,” Dr. Montessori wrote, “is to create the man he will become. An adult works to perfect the environment but a child works to perfect himself”.

The distinction can be illustrated by looking closely at two people who are shoveling sand on a beach on a hot day. One is a man who is trying to fill a large barrel with sand; the other, a little boy, who is filling a pail with sand, dumping it out, and then filling it again. If anyone offers to help the man, he readily hands over the shovel; but any efforts to help the little boy are resisted. He clings to his shovel because the work he is doing can be done only by himself. By constant repetition of motions he is strengthening his muscles, perfecting his coordination and gaining confidence in a particular skill. No one tells him that he has to shovel the sand; he is guided by direction deep within his own nature.

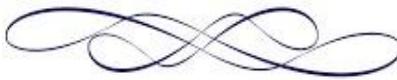
Using the child’s natural inclinations as a point of departure, Dr. Montessori structured several exercises for the classroom to help the child satisfy this need for meaningful activity. For this exercises she used familiar objects—buttons, brushes, dishes, pitchers, water, and many other things that the child recognizes from his/ her home experience.

For the young child, there is something special about tasks that an adult considers ordinary—washing dishes, cutting celery, and polishing shoes. They are exciting to the child because these activities allow him to imitate adults. Imitation is one of the child’s strongest urges during his/ her early years.

Several of the Practical Life Exercises involve the use of water which most children naturally like to play. Carrying the water in a pitcher and pouring in to a basin helps the child to perfect his coordination. As the child becomes absorbed in an activity such as scrubbing a table top, the child gradually lengthens his/ her span of concentration. The child also learns to pay attention to details as he/ she follows a regular sequence of actions. Finally the child learns good working habits as he/ she finishes each task and puts away all his/ her materials before beginning another activity.

Although the Practical Life Exercises may seem simple and common place, they are actually a very important part of the Montessori program. Each of the tasks helps a child to perfect his/ her coordination so that he/ she will be able to work later with the more intricate academic materials. No learning takes place without concentration and attention. The child prepares to learn by performing exercises that help him/ her to gradually lengthen the time in which he/ she can focus his attention on a specific activity.

## **A BRIEF OVERVIEW OF SOME OF THE MONTESSORI MATERIALS USED IN OASIS MONTESSORI SCHOOLS**



### **THE DRESSING FRAMES**

The Dressing Frames are an important component of the Practical Life Exercises. Each frame isolates one skill of dressing and offers a child the opportunity to perfect this skill by repeating the motion over and over, thus helping the child to become independent in dressing him/ herself. The frames can offer practice in any or all of the following: buttons, snaps, zipper, pins, buckles, laces, hook and eyes, and bows to be tied. In the frame that features bow-tying, Dr. Montessori felt it was significant to have two different colored ribbons so that when giving assistance the teacher can say, “Put the black one around the white one,” rather than saying, “Put this one around that one”.

Since there are many opportunities for Practical Life Exercises at home, parents can encourage each child in the skills of dressing him/ herself as soon as he/ she shows interest in any of them. If the child wants to wash dishes, sort objects, polish silver, or pour milk, the parents should require the same orderly procedure that is encouraged in the classroom, so that good working habits may become a second nature to the child.

### **SENSORIAL EXERCISES**

A young child meets the world around him/ her through the constant use of all his/ her senses. To examine a new object, a baby will look at it, hold it in his/ her hands to feel the texture and weight, shake it, lick it, or even try to bite it. Dr. Montessori felt that since a child quite naturally uses all his/ her powers of observation during early years, this was the ideal time to give equipment that sharpens senses and enables the child to understand the many impressions he/ she receives through it.

The Sensorial Materials in the Montessori classroom help the child to become aware of details by offering him/ her, at first, strongly contrasted sensations, such as red and blue, and the variously graded sensations, such as the many different shades of blue. The material enables the child to know what is red, what is blue, and then to understand the abstraction of blueness and finally the abstraction of color itself.

Each of Sensorial Materials isolates one defining quality such as color, weight, shape, texture, size, sound, smell etc. The equipment emphasizes this one particular quality by eliminating or minimizing other differences. Thus, the Color Tablets are all the same size, the same shape, and the same texture. They differ only in color.

The importance of educating the senses can be illustrated by an example from the adult world. It is possible for men and women, as well as children, to receive any amount of sensory impressions and be none the richer. Two adults may attend a concert together. One experiences great pleasure and the other, with equally accurate hearing, feels only boredom and weariness. Sense impressions are not enough by themselves. The mind needs education and training to be able to discriminate and appreciate.

A young child can remain unmoved by a myriad of sensory impressions in everyday environment. What the child needs is not more and more impressions but the ability to understand what he/ she is perceiving. The Montessori Sensorial Materials help the child to distinguish, to categorize, and to relate new information to what he/ she already knows. Dr. Montessori believed that this process is the beginning of conscious knowledge. It is brought about by the intelligence working in a concentrated way on the impressions given by the senses.

## **PINK TOWER**

Size in three dimensions is introduced to the child by the use of the Pink Tower. This is a series of ten pink cubes graded in size from one centimeter cubed to ten centimeters cubed. All the blocks are the same color, shape and texture. To perform the exercise, a child must recognize the gradation in size and build the tower beginning with the largest cube and finally placing the smallest cube on top. The exercise is self-correcting because a block placed in the improper order will be immediately noticeable and may cause the tower to topple.

## THE BROWN STAIRS

The Brown Stairs introduce the child to differences in size in two dimensions. This is a set of ten prisms with a constant length of twenty centimeters but whose width and height both vary from one centimeter to ten centimeters. Again, the child must place the blocks in proper gradation forming a stair- like structure. With this exercise the teacher introduces the concepts of thickness and thinness, using the terms **thick, thicker, thickest,** and **thin, thinner, thinnest,** with the corresponding blocks as concrete examples.

## THE RED RODS

The Red Rods help the child to recognize differences in size in one dimension—length. Again the child must place the rods in the proper sequence from the shortest, which is ten centimeters in length, to the longest, which is a meter in length. The exercise is similar to the preceding ones in that a mistake in the order is very evident to the child and can be corrected easily. It also offers the teacher the opportunity of introducing the child terms **short, shorter, shortest** and **long, longer and longest.** This equipment gives the child a sensorial basis for learning to count when he/ she begins mathematics.

## THE SMELLING JARS

The smelling material consist of two sets of small jars with removable caps. These jars are identical in all respects except the flavoring that they contain. One has cinnamon, another mint, another coffee, another cloves, etc. Each jar has a significant fragrance.

The food is covered by cheesecloth or perforated top so that the child can smell it, but he/ she can't see it or feel it. Each jar in the first set has a mate in the second set. The child combines the pairs by carefully smelling each jar. The teacher uses this exercise as an opportunity to build the child's vocabulary by teaching him/ her the names of the foods she is smelling.

In a parallel exercise, children smell cotton dampened with drops of liquids such as perfume, vanilla and vinegar. Many teachers follow up this exercise by having the children

carefully smell flowers in the school garden. Some children, wearing blindfold, learn to identify many of the flowers by their fragrance.

### **THE COLOR TABLETS**

The child's first exercise with colors is a box containing six tablets—two red, two blue and two yellow. All the tablets are the same size, shape and texture. They differ only in highly contrasting color. In this exercise the child pairs the tablets and learns the corresponding names. This is a simple exercise used for the very youngest children in the class. The difficulty of the exercise can be increased by gradually adding more pairs of colors. Eventually, the child should be able to match and name eleven different pairs.

### **GRADING COLORS**

For the next step the child may use a box containing eight different shades of eight different colors. The shades of each color are graded from very light to very dark. To perform this exercise, the child must distinguish the intensity of the shades and place the tablets in order from the lightest to the darkest shade of each color. When the exercise is completed the arrangement gives a pretty rainbow effect that is appealing to the children.

The activity can be made more challenging by the teacher. She can select a color tablet and ask the child to go to the box and bring back the one that is just darker or just lighter than the one the teacher is holding. To do this is not easy, but many children are able to do it accurately after having worked with the colors for several months. Teaching children to be aware of the fine differences in color is giving them remote preparation for all kinds of scientific observations, art, art appreciation, decorating and many other meaningful activities.

### **THE BARIC TABLETS**

Another sensorial material is a box containing three sets of little blocks of wood, each set varying slightly from the other two in weight. The blocks also differ in color so the child wears a blindfold while doing the exercise. This eliminates the visual difference and enable the child to sort the blocks by weighing them on the tips of his fingers. First the child mixes two sets together and attempts to sort them in to two piles corresponding to the terms **light** and **heavy**. Later the child increases the difficulty by adding a third set and sorting them into **light, medium** and **heavy**. The child can correct the exercise him/ herself by removing the blindfold and noting whether or not all the blocks in each pile are the same color.

### THE GEOMETRIC CABINET

The Geometric Cabinet presents the plane geometric shapes to the child. This cabinet contains six drawers of flat wooden insets representing different types of triangles, different sizes of rectangles, different polygons, different sizes of circles, irregular four-sided figures and various curved figures. Each inset has a little knob by which the child can move it in and out of the wooden frame. The child does this at first like a puzzle.

### THE CONSTRUCTIVE TRIANGLES

The constructive Triangles are brightly colored flat triangles that the child puts together like puzzle. Each triangle has one or more edges with a black line border. By matching the black lines, a child is able to construct many of the straight edged geometric figures. The complete figures illustrate how these shapes are actually composed of triangles.

### **LEARNING TO WRITE**



To be able to write, a child must develop a two-fold skill. The child must commit to memorize the shape of the letters and their corresponding sounds, and he/ she must develop the muscular skill necessary for using the pencil with control.

To clarify this distinction, look carefully at what happens when either phase of this skills is not perfected. A child may wish to write **dog**. The child has good control of his/ her hand, but his/ her perception of the shapes of the letters is hazy. The child write **bog** very neatly. On the other hand, a child may know all the letters perfectly, but his/ her hand is not practiced. The child wants to write dog but he/ she actually write it illegibly on the paper.

For a child to try to acquire both aspects of writing skill at the same time is often discouraging and frustrating. It is extremely difficult for the child to try to learn the path for making the letters at the same time that he/ she is trying to learn how to move pencil with control.

The material that Dr. Montessori designed offer the child the opportunity to learn the shapes and sounds of the letters in a way that is completely independent from his/ her perfection of the motor skill. Therefore, the child in the Montessori classroom learns to write not by writing per se, but by performing a number of purposeful structured activities that prepare him/ her both indirectly and directly for success in handwriting.

## THE SANDPAPER LETTERS

The child learns the alphabetical symbols by using the Sandpaper Letters. Each letter of the alphabet is cut out of sandpaper and mounted on an individual tablet, the vowels on blue and the consonants on red. The teacher shows the child how to trace the letter with two fingers following the same direction in which the letter is normally written.

Use of this material gives the child a three- fold impression. The child sees the shape, feels the shape, and hears the sound of the letter which the teacher repeats when introducing it. The fact that the letter is made of sandpaper, rather than ink, invites the child to trace the shape. This is an important step in learning to write. The repetition of this exercise fixes the path of each of the letters in the child's muscular memory.

In a Montessori classroom the child learns the phonetic sounds of the letters before he/ she learns their names used in the alphabetical sequence. The phonetic sounds are given first because these are the sounds the child actually hears in words. For example, a child can hear **sss** at the beginning of the word **stop**. The child cannot hear the alphabetical name of the "s" in this word.

The child first becomes aware of these phonetic sounds when the teacher introduces the consonants with the Sandpaper Letters. For example, when presenting the letter **m**, the teacher makes a humming sound rather than saying **em**. She suggests words like **mommy** or **muffin** that begin with this sound. The child then repeats the sound and usually adds additional words in which the sound is used, like **man** or **mitten**.

In the first introduction of the vowels, the teacher gives the short vowel sounds such as those at the beginning of the words, **apple**, **egg**, **inset**, **ostrich**, and **umbrella**. As soon as the child learns a few vowels and consonants, he/ she is ready to begin constructing three-letter words that have a short vowel sound.

### THE METAL INSETS

A child in a Montessori classroom learns to control a pencil by filling in outliners—an activity that does not weary the child because he/ she enjoys it. To make the outline, the child uses equipment known as the Metal Insets. Each inset represents a different geometric shape. After selecting a figure and tracing it on paper, the child fills in the outline with a colored pencil of his/ her own choosing.

At first, the child's strokes are erratic and often extend beyond the outline. By degrees they become more accurate and uniform. Progress in muscular control can be noted by comparing the child's designs from week to week and from year to year. Eventually the child makes more intricate designs by superimposing two or three other shapes on the original figure. When colored, this effort resembles a stained glass window.

## INTRODUCTION TO

## MATHEMATICS



A child can learn the basic concepts of mathematics in either of two ways. The child can learn by using concrete material during the years when he/ she enjoys manipulating equipment; the child learn by abstract methods when he/ she is in the elementary grades. Dr. Montessori demonstrated that if a child has access to mathematical equipment in early years, he/ she can easily and joyfully assimilate many facts and skills of arithmetic. On the other hand,

these same facts and skills may require long hours of drudgery and drill if they are introduced to the child later in abstract form.

After she observed that the child who becomes interested in counting likes to touch or move the items as enumerates them, Dr. Montessori designed concrete materials to represent all types of quantities. In a Montessori environment, a child not only sees the symbol for 1, 1000 or  $\frac{1}{2}$ , the child can also hold each of the corresponding quantities in his/ her hand.

Later, by combining this equipment, separating it, sharing it, counting it, and comparing it, the child can demonstrate to him/ herself the basic operations of arithmetic. This activity gives the child the satisfaction of learning by discovery rather than by being told. Eventually the child develops an early enthusiasm for word numbers.

In the Montessori classroom, the child's first introduction to numbers is made with a set of red and blue rods representing the quantities one through ten. The teacher helps the child to count the alternating red and blue sections of each rod as the child arranges them in star like formation. The child calls the smallest rod **One**, the next rod **Two** and so forth. The Number Two Rod is a unit, yet it is equal to two of the Number one Rods.

At about the same time, the child learns the corresponding figures by tracing the numerals in sandpaper. The teacher helps the child to place each of the numerals beside the rod illustrating the quantity.

Working with this equipment give the child an opportunity to discover many mathematical facts. For example, if the child places the Number One Rod end to end with the Number Two Rod it will be exactly the same length as the Number Three Rod. The child is also able to see basic multiplication and division, for example, the Number Two Rod will fit on the Number six Rod exactly three times.

The child can also use the rods to demonstrate the various combinations that equal the Number Ten Rod. The child can place Number One Rod beside the Number Nine rod, the Number Two rod beside the Number Eight Rod, the Number seven Rod beside the Number three rod, the Number Six Rod beside the Number Four Rod and Number Five Rod taken twice.

## **THE SPINDLE BOX**

The Spindle Boxes represents a parallel exercise in associating the numeral with the proper quantities. This time the numerals are in a fixed order and the quantities are loose. The Spindle Boxes have ten compartments labelled with the figures Zero through Nine. In a separate box, there are forty-five spindles. The child puts one spindle in the compartment labelled **1**, two spindles with the label **2**, etc. The first compartment is labelled **0** and this is the child's first introduction to the symbol. The child usually wants to put a spindle in this compartment but has to learn that Zero means none or nothing.

### THE NUMERALS AND COUNTS

In this exercise both the symbols and the quantities are loose and both must be placed in order by the child doing the exercise. First, the child arranges the numerals in ascending order. When placing the appropriate number of red discs under each figure, the child puts the discs in rows of two. Each odd number has only one disc in the bottom row. This arrangement automatically illustrates the odd and even numbers.

### THE SENGUIN BOARDS

To learn the "teen" numbers, the child uses equipment known as the Sequin Boards. The boards have the numeral **10** printed nine times in a vertical row. On separate cards are printed the numerals **1** through **9**. The child forms the number **11** by sliding the figure **1** over the **0** of the first **10**. This shows the child concretely that the number **11** is made up of 10 plus **1**. Then the child forms **12** by sliding the figure **2** over **0** of the second **10**. The teacher helps the child with the words **eleven**, **twelve**, **thirteen** and so forth.

Another set of Seguin Boards is available for learning numerals **21** through **99**. To build the corresponding quantities in this exercise, the child used colored bead bars. Therefore, work with the Seguin Boards usually begins after the child has been introduced to the Golden Bead Material.

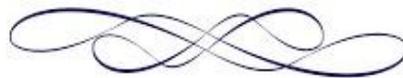
## WHY EARLY LEARNING



You may wonder why Montessori introduces grammar, geography and geometry to children between the ages of three and six. At this age, youngsters can joyfully absorb many abstract concepts—the usual stumbling blocks of the elementary grades—if they meet them in materials that they can manipulate. In a Montessori classroom, children can hold **units, cylinders, spheres, nouns** or **fractions** in their hands. When adding, they can actually carry beads to the next column, when subtracting they can take away beads with their hands, when dividing they can share the beads representing the dividend. It is fun for them to act out verbs; pour water around an island or on three sides of peninsula. They like to form a square with five rows of five beads each or to put together fractions. The material that demonstrate these concepts serve as touchstones in their memories for many years—touchstones that will clarify these difficult abstract terms whenever they meet them in future learning situations.

## THE TODDLER

## PROGRAM



Many Montessori schools have initiated toddler classes for children at 18 months to three years. The toddler classroom is simpler and slower paced than the classroom for three- to six-years-olds. Tables and chairs are smaller and teacher-child ratio is lower.

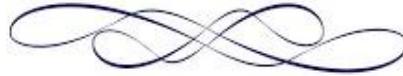
However his program is neither a watered down version of the three to six program nor is it academic preparation for subsequent years of Montessori education. The toddler program offers very young children a unique year of self-development in a tender atmosphere of special understanding respect and support.

Of fundamental importance is the gradual separation of each child from his or her primary caretaker, usually the mother. The Montessori toddler program protects this fragile stage of development of creating very gentle and slow parting of each adult-child couple. As the toddlers gradually become comfortable in their new environment they learn to trust the teachers and other children around them.

Simple sensorial activities in the classroom respond to the toddlers urge to use all their senses—indeed their whole bodies—to explore everything around them.

## **USING MONTESSORI**

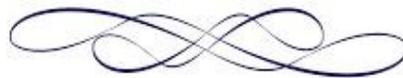
## **AT HOME**



The return on your investment in Montessori will be enhanced if there is a consistency between your home and your child’s classroom. This does not mean putting Montessori materials in your living room. It means taking the Montessori perspective. With this perspective your attitudes, your pace, your expectations and limits you establish for your child will be in keeping with the principles that Dr. Maria Montessori developed for her teachers--principles that came from her lifelong observation of the nature of children.

## **WHAT HAPPENS**

## **AFTER MONTESSORI**



Many parents ask how their child can make a successful transfer from Montessori to a traditional school. This is a very common parental concern whether the child transfers at age six, age nine or age twelve. Montessori parents can visit traditional school and prepare the child for whatever will be different. Teachers from traditional schools can be encouraged to visit the Montessori classes to observe the level of academic work.

Any good teacher will meet a child at that child’s own level of development and make the necessary allowances for what has already been achieved. It is important for parents to monitor their child’s work in the new academic situation and to keep in close contact with their child’s teachers. Parents and teachers working together can ensure that the child will continue the love of learning acquired in Montessori.

The habits and skills that a child develops in a Montessori class are good for a lifetime. They will help the child to work more efficiently, to observe more carefully and to concentrate

more effectively, no matter where the child goes. If the child is in a stimulating environment, whether at home or at school, his/ her self-education—which is the only real education—will continue.

