Brickton
MONTESSORI

Children's House Curriculum: Material Skill Set Chart

Practical Life

The Practical Life curriculum provides the Children's House student a means of becoming more independent in his environment. These activities foster order, concentration, gross motor coordination, fine motor coordination, eye-hand coordination, independence and responsibility, all prerequisites for achieving success in learning. They allow the child to become master of herself and her environment, decreasing her dependence on others. Independence is achieved through developing self-help skills, like zipping a zipper on a jacket or preparing snack. These skills become the basis for executive functioning skills we see emerging in our elementary students, such as organizing their belongings and time, prioritizing assignments, and sequencing the steps of writing and math activities.

Order

Concept	Materials/Activities	Skills
Sense of order	• Material placement on shelves • Consistent placement of materials • Hand washing • Work cycle	• Arranges materials in a meaningful way • Demonstrates awareness of sequence of an activity • Completes cycle of activity • Can articulate basic steps of a work cycle

Coordination

Concept	Materials/Activities	Skills
Gross motor control	• Large scrubbing • Carrying a chair • Balance beam • Line time activities • Gym class	• Can perform silence • Can throw and catch a ball • Can move successfully around the work areas and furniture • Can plan and execute movements successfully
Fine motor control	• Tweezer activities	• Can successfully zip, snap,

	• Scooping activities • Polishing activities • Workshop exercises • Dressing frames • Cutting with scissors	button and tie clothing and shoes • Uses proper pincer grasp for writing • Can control writing implements to write letters and numbers • Cuts with scissors on a line
Hand eye coordination	• Bead stringing • Sorting – including with implements	• Can successfully manipulate the materials • Can accurately clean up messes without adult support

Concentration

Concept	**Materials/Activities**	**Skills**
Concentration	• Complete work cycle	• Focuses attention on activities • Completes work cycle

Independence

Concept	**Materials/Activities**	**Skills**
Care of self	• Dressing frames • Hand washing	• Performs self care tasks
Problem solving	• Classroom experiences • Line time activities	• Reflects on challenges and takes action
Grace and courtesy	• Line time lessons • Teachable moments	• Demonstrates care for others • Uses appropriate courtesy words
Care of the environment	• Floor sweeping • Watering plants • Cleaning up spills	• Takes responsibility for the classroom

Sensorial

The Sensorial area contains materials that stimulate the refinement of the use of all of the senses for learning: visual, tactile, baric, stereoscopic, kinesthetic, auditory, olfactory and taste. Students learn the names of fundamental plane and solid figures. The visual dimension materials aid in development of perception and differences in dimension, develop motor control, and are a lesson in comparative and superlative vocabulary. The visual color and form materials are an opportunity to order, sort and classify by color and provide a vocabulary lesson on colors. The tactile and baric activities are an opportunity to classify and order materialswhile exploring weight and texture. The stereoscopic materials are an exercise in motor memory, as students test their ability to identify objects solely using tactile means.

Concept	**Materials/Activities**	**Skills**
Sight-Dimensions	• Cylinder blocks • Pink tower • Brown stairs • Red rods • Knobless cylinders	• Visually discriminates based on of dimension (volume, breadth, length)
Sight-Color	• Color box 1 • Color box 2 • Color box 3	• Visually discriminates color; gradation of shades
Sight-Form	• Geometric cabinet • Constructive triangles • Binomial cube • Trinomial cube • Geometric solids	• Visually discriminates • Names some geometric shapes and solids
Touch-Tactile	• Rough smooth boards • Touch tablets	• Identifies rough and smooth
Touch-Baric	• Baric tablets	• Identifies heavy and light
Touch-Stereognostic	• Stereognostic sorting • Mystery bag	• Discriminates form, size and texture
Touch-Thermic	• Thermic tablets • Thermic bottles	• Tactically discriminate temperature • Identifies hot and cold
Hearing	• Sound cylinders	• Discriminates

	• Montessori bells	sound/volume/pitch • Identifies low and high tones • Can arrange bells in a scale from low c to high c
Taste	• Tasting jars • Cooking activities	• Discriminates salty, sweet, bitter, and sour
Smell	• Smelling jars	• Discriminates between various scents

Mathematics

Dr. Montessori discovered that children learn best by manipulating concrete objects rather than through rote memorization. She created didactic apparatus in order to link abstract mathematical ideas with the pre-operational minds of three to six year olds. The concepts of the materials are isolated and are taught using a three period lesson; introduce, practice, and check for understanding. In the Children's House math curriculum, students work with concrete materials first and then move onto abstraction. First they are introduced to a fixed quantity, the *Red and Blue Rods* physically represent 1-10, then a symbol for the numbers 1-10. Next, they are introduced to a loose quantity such as individual spindles for counting. Math begins with simple ideas then moves on to complex.

Numeration

Concept	**Materials**	**Skills**
Counting	• Sandpaper numerals • Red and blue rods • Spindle boxes • Hundred board • Bead chains • Teen board • Ten board • Cards and counters	• Associates symbol to quantity • Counts quantity and symbol from 1-100 • Understands the concept of zero
Place Value	• Golden beads - Intro Tray for the decimal system - 9 layout - 45 layout - bank game	• Understands place value to thousands • Forms complex quantities or symbols • Associates complex quantities to symbols

		• Recognizes exchanging

Patterns and Relationships

Concept	Materials	Skills
Comparing and ordering numbers	• Red and blue rods • Hundred board • Bead chains • Teen board • Ten board • Cards and counters • Bead bars	• Recognizes odd and even • Recognizes greater than/less than • Sequences quantity and symbol 1-100

Computation/Operations

Concept	Materials	Skills
Math facts	• Positive snake game • Table top rods • Addition strip board • Subtraction strip board • Bead bars • Multiplication board • Division board • Finger charts	• Adds two one digit numbers • Subtracts two one digit numbers • Gains exposure to the concept of multiplication • Gains exposure to the concept of division
Operations	• Golden beads • Stamp game	• Performs with support - static addition for two complex quantities with materials

Measurement

Concept	Materials/Activities	Skills
Graphing	• Surveys	• Reinforce linear counting with data sheets • Reinforce greater than/less than

Non-standard measurement	• Red and blue rods • Table top rods • Sensorial dimensional materials as well as baric, thermal, chromatic	• Measures objects • Recognizes gross to fine in size, weight, temperature, and color • Grades gross to fine size, weight, temperature, and color

Geometry

Concept	**Materials/Activities**	**Skills**
Solids	• Geometric solids	• Recognizes 10 basic geometric solids
Shapes	• Geometric cabinet • Constructive triangles	• Recognizes 8-10 basic plane shapes • Constructs various geometric shapes

Language

Language acquisition and precision are fundamental areas of growth for 3 to 6 year olds, and as such, language is an interdisciplinary subject in Children's House. We use language to express our ideas and needs, to promote social exchange, to resolve conflicts, and to express who we are as individuals. Language is an essential feature of the lessons in each area of the curriculum. In the Children's House, lessons about language begin the moment the child enters our classroom, and are part of virtually each experience. The adults' thoughtful use of language, from precise choice of words to tone of voice, provides an ongoing model for its acquisition and use. The experiences in the Children's House can offer each child abundant opportunities to explore the richness of this exquisite tool.

Oral Communication

Concept	**Materials/Activities**	**Skills**
Vocabulary Development	• Mystery bag • Dollhouse • Lotto cards • Nomenclature cards • Matching cards • 3 part cards	• Develops receptive and expressive language including names and processes of classroom materials and lessons • Uses positive, comparative and superlative forms

	• Oral expression • Classifying activities • Rhyming activities • Classroom labels • Sensorial materials and activities • Culture, Math and Practice Life activities and materials	• Uses courtesy words • Uses nomenclature from specific subject areas
Using Language for variety of purposes	• Line time • Lessons • Conversations with peers and adults	• Asks logical questions • Tells stories with a sequence • Answers questions with logical responses • Uses conflict resolution statements • Advocates for self and others • Acts to get own needs met • Relays messages to peers and adults • Talks casually with peers • Reminds classmates of classroom expectations

Written Communication

Concept	**Materials/Activities**	**Skills**
Pre-writing	• Fine motor activities in Practical Life • Transfer activities • Metal insets • Chalkboard • “Paper Chalkboard”	• Understands left to right orientation • Demonstrates good use of pincer grip • Demonstrates lightness of touch • Displays mobility of wrist
Writing	• Moveable alphabet • Letter formation sheets • Labeling activities • Journals	• Written expression • Practices proper letter formation • Practices proper line

	• Word, sentence, and story sheets	placement • Explores creative writing

Reading

Concept	**Materials/Activities**	**Skills**
Pre-reading activities/phonemic awareness	• Go-togethers • Opposites • Sequence activities • Rhyming • Patterning • Pattern Matching • Read-a-loud	• Displays left to right orientation • Recognizes, replicates and makes own patterns • Internalizes sequential steps in a process • Listens to a continuing story over time • Can rhyme • Can respond to cadence n a story or poem read aloud • Can break apart familiar words into chunks and reassemble them with parts missing
Phonics	• Sandpaper letters • Initial sound activities • Medialsound activities • Final sound activities • Object boxes	• Identifies phonetic sounds of letters • Recognize phonetic sounds of letters • Identify and recognize initial, medial, and final sounds of phonetic words
Beginning reading activities	• Pink series • Blue series • Sight words	• Can sound out three letter phonetic words • Can identify some consonant blends at the start and ends of words • Can recognize some common sight words

Grammar

Concept	Materials/Activities	Skills
Nouns	• Classroom labels • Three part cards	• Recognizes that nouns are the names of objects and people

Conventions

Concept	Materials/Activities	Skills
Capitalization/Punctuation	• Moveable Alphabet • Composing sentences and stories • Journal • Dictation	• Capitalizes name • Can repeat proper punctuation in the written date
Spelling	• Moveable Alphabet	• Uses inventive or real spelling to spell out words

Cultural Subjects

Our approach to the cultural curriculum is to give children a sense of the world they live in and provide a means of organizing the knowledge they acquire. The Children's House cultural curriculum is organized into three main categories: Science, Geography and History. Geography and History are merged within our documents under the heading of Social Studies. In sharing these lessons with the children, we always start with what is known and familiar to give the children a point of reference, and work outward. The lessons themselves are large in scope, however, beginning with a big picture concept and working down to the details, following Dr. Montessori's belief in cosmic education.

The Children's House classroom offers many opportunities to develop the children's scientific and sociological mind. Scientifically, this happens first through exploration, as the child is encouraged to look, listen, feel, smell, and sometimes even taste. This sensorial exploration leads to recognizing, ordering, and then classifying information. Through the geography curriculum, children work to develop an awareness of their place in the world, by understanding physical, cultural, political, and economic geography. History involves understanding time and putting things in sequence andwe work towards developing the child's ability to make proper time references, understand these references, and develop an internal clock with relative accuracy. This all happens in relation to the child himself, starting with what is most familiar, which is his own life, and branching out from there.

Science

Concept	Materials/Activities	Skills
Exploring Nature	• Living/non-living • Plant/animal • Vertebrae/invertebrae • Life cycles	• Makes observations about the natural world • Classifies living objects based on common characteristics
Botany	• Three part cards • Experiences with plants	• Examines the parts of a plant • Understands how plants grow • Understands life cycle of a plant
Zoology	• Three part cards • Experiences with animals	• Examines the parts of animals • Understands different types of animals (vertebrate, invertebrate, classes of animals) • Can identify common parts of animals
Physical Science	• Magnetic/non-magnetic • Sink/float • Experiments with physics • Experiments with states of matter	• Explores physical properties of substances
Astronomy	• Planets	• Recognizes there are other planets in our solar system • Recognizes that we have one moon and one sun • Names our planet as Earth

Social Studies

Concept	Materials/Activities	Skills
Geography/Earth Science	• Land/air/water	• Recognizes the earth is

	• Land and water forms • Puzzle maps	composed of atmosphere, hydrosphere, and geosphere • Recognizes earth is made of land and water forms • Identifies the Continents
History	• Clock • Calendar • Timeline of the day • Birthday timelines	• Develops a rudimentary understanding of the passage of time • Identifies day of the week, month of the year • Recognizes yesterday, today and tomorrow • Can associate an event to its appropriate timeframe (i.e. Thanksgiving-November/Fall)
Civics	• World of Difference curriculum • Recycling activities	• Develops appreciation for individual differences • Understands how to conserve to help each other and our planet
Art and Music	• Painting • Coloring • Craft activities • Art books • Line Time activities	• Explore mixing primary and secondary colors • Explore mixed media • Working with glue, scissors and paper • Appreciate famous works of art • Learn common songs • Appreciate different genres of music