



WACO MONTESSORI SCHOOL

Early Childhood Elementary Program Curriculum Scope & Sequence (includes Kindergarten)

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*This document is meant as a guide. Variations and deviations meant for the purpose of individualization for the benefit of the individual or the classroom are to be made as appropriate.

Early Childhood Program Overview

The Early Childhood Program at Waco Montessori School serves children ages 3-6 years old. Our role in development is to follow the laws of nature unfolding within the child. The environment nurtures the child's sensitive periods for movement, order, writing, and reading, while the Montessori materials provide the child with concrete, hands-on experiences that lay the foundation for the more complex abstractions in future learning. The classroom supports community life through peer problem-solving, group work, and a span of multiple ages. The child develops his or her ability for concentration, order and love of work. The child begins to train his or her hands for work and his or her mind for success later in life.

The teacher prepares the environment to encourage exploration and invite children to learn and work. In the prepared environment, the child uses real materials. Use of the real creates a union of the child's practice to the world around him or her. Practical Life works pique a child's interest and draws the child to the works. The Practical Life curriculum has five areas of developmental practice: primary movement of the hand; grace and courtesy; care of the person, and body management. Primary movement of the hand focuses on hand coordination and motor skills. Each work sequence focuses on a different muscle movement, moving from broad to refined. Grace and courtesy lessons provide the child with an appropriate social behavior model. The teacher always models these behaviors, even when not in a formal lesson. These lessons will serve the child through adulthood to interact gracefully and graciously with others and encourage community living. Care of the environment works allow the child to be independent in the environment – when a child knows how to clean up a spill, he or she will be freed from doubt and worry and allows them to choose a work with confidence. Care of the person works give the child the tools to dress him or her self and model appropriate hygiene. Ability to care for one's self leads to caring for others, and the child flourishes socially. Body movement works are designed to help the child coordinate the hands and whole body movements.

In order to afford the child meaning of the world, sensorial activities create order within the child's mind. Like practical life, sensorial works are sequenced from simple to complex, concrete to abstract. The sensorial works isolate single qualities within the individual senses. For example, the pink tower blocks differ from each other in size only. The difference is constant and measurable from block to block. Single qualities of the sense, such as size, are isolated in order to simplify the child's task so that he or she might succeed. The sensorial curriculum includes isolating size, color, form, texture, pressure, sound and temperature.

The goal of language in the Early Childhood Program is that of brining a child to the point of enabling him or her to express ideas and thoughts effectively, as well as helping him or her to clearly understand and appreciate the communication of others. Once the child is able to command his or her speech, he or she sees the sounds and discovers the alphabet with sandpaper letters and then the moveable alphabet. The child integrates language within him or her self and preserves his or her language through writing. When the child is reader for a leveled book, he or she gradually builds upon his or her knowledge of blending letter sounds and is encouraged to read aloud. Once the child has knowledge of the alphabet, syntax and grammar, he or she has the keys to explore the rich heritage of human thought.

As the child's mind is shaped by order, he or she moves to mathematics. Mathematics offers concrete works for the complex concepts of quantity, numeral and association. The child is presented with a number of unit beads which represents not only the objects, but the symbol, quantity and concept of the bank for exchanging. The mathematics materials also isolate a particular function each number. The mathematics curriculum will have the child move from numerical function to the concepts of operations.

Throughout the year, the teacher enriches the child's learning experience by rotating cultural units. Cultural units include animal kingdoms and classifications, concept of time and calendar, and land and water forms. The cultural units expand the child's view of the world.

Practical Life

The aims of Practical Life are concentration, coordination, independence, and order. Works are designed with the child's success in mind; they are child sized, sequenced from simple to complex and have an inherent control of error. The five main areas of Practical Life are primary movements of the hand; grace and courtesy, care of the environment, care of the person, and body management.

Area of Study & Examples of Materials used	Objectives
<p>Practical Life Skills</p> <ul style="list-style-type: none"> • Grace & Courtesy lessons • Unrolling & rolling a rug • Proper carrying procedure • Crumbing a table • Sweeping • Dusting • Wet & dry transfer • Spooning sequence • Tonging sequence • Pouring sequence • Cutting with scissors • Pasting • Perforating • Polishing sequences • Large water works • Table scrubbing • Dishwashing • Self-help skills <ul style="list-style-type: none"> • Snap, button, zip, tie, buckle • Putting coat on • Opening/closing • Folding towels & clothes • Hand washing • sewing 	<ul style="list-style-type: none"> • Takes on and completes tasks in an appropriate manner • Shares responsibility • Works cooperatively in a group; being courteous to others; sharing materials; taking turns • Understand what behavior is appropriate in a given situation and acts accordingly • Acts as a leader in some circumstances, as a follower in others • Recognizes the meaning of visual and kinesthetic communication • Exhibits problem-solving and critical thinking skills • Able to observe quietly • Able to concentrate and tend to a task • Has a sense of order • Able to formulate patterns, develop self-help skills such as snapping, buttoning, zipping, tying, and hand-washing • Is independent in the restroom • Increase memory abilities with multiple-step tasking • Develops a sense of responsibility toward the care of the classroom environment • Develops sense of left-to-right and top-to-bottom • Develops hand-eye coordination

Sensorial

Sensorial works use the child's senses to teach concepts of equalities, inequalities, and gradation in addition to geometry, proportion, sequence and form while giving the child the name for such concepts (enriching the vocabulary). The sensorial works not only hone the senses, but serve as a foundation for mathematical thinking. The sensorial curriculum includes isolating size, color, form, texture, pressure, sound and temperature.

Area of Study & Examples of Materials used	Objectives
<ul style="list-style-type: none"> • Knobbed cylinders • Pink tower • Broad prisms • Red rods • Sound cylinders • Color boxes • Thermic tablets • Baric tablets • Geometric solids • Knobless cylinder boxes • Constructive triangles 	<ul style="list-style-type: none"> • Recognizes large to small; thick to thin; long to short; thickest/shortest to thinnest/tallest in degrees of ten • Listens and matches six degrees of sound such as loud to soft • Matches, names and reads color words • Distinguishes and matches four degrees of temperature from cold to warm • Distinguishes, matches and names 3 degrees of weight • Explores ten geometric solids learning their names, comparative dimensions and shapes • Compares solids with shapes in the environment • Explores triangles learning names and matching – equilateral, isosceles and scalene • Uses manipulatives to make a square, rectangle, parallelogram, rhombus, trapezoid and hexagon • Explores angles: acute, right, and obtuse • Able to build the binomial and trinomial cubes which forms visual concept of factoring polynomials • Combines materials to show relationships and comparisons between materials • Plays cooperative games with materials • Places numerical values to relationships of materials • Creates and designs extensions to metal insets • Traces and folds three dimensional drawings

Language

Children demonstrate understanding of the English Language through their questions, comments, and actions. Young children must learn to vocalize, pronounce, and discriminate the sounds and words of language. As children learn through experiences, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning.

Area of Study & Examples of Materials used	Objectives
<p>Listening/Speaking</p> <ul style="list-style-type: none"> • Story sequence cards • Classification (naming) • Literature • Circle 	<ul style="list-style-type: none"> • Listens to information , rhymes, songs conversations, and stories • Listens and talks about experiences, customs, and cultures • Makes announcements, gives directions, and makes introductions • Acts out plays, poems, songs and stories • Clearly requests, retells, and describes stories and experiences • Listens responsively to contemporary and classic stories and other texts read aloud • Listens to gather information, solve problems and enjoy and appreciate literature • Participates in group discussions • Identifies rhymes, repeated sounds • Able to ask and answer relevant questions • Gains increasing control of grammar, such as subject-verb agreement, complete sentence and correct tense usage when speaking • Able to sequence events – first, middle, and last in a series of photos
<p>Reading</p> <ul style="list-style-type: none"> • I Spy • Sandpaper letters • Phonetic object boxes • Phonetic and colored moveable alphabets • Picture/word cards • Lotto word cards • Sight words • Rhyming words • Reading analysis: simple sentences • Function of words • Research • Leveled readers 	<ul style="list-style-type: none"> • Recognizes that print represents spoken language and conveys meaning, such as their own name, and signs such as Exit and Danger • Recognizes upper and lower case letters in print • Manipulates sounds in spoken words (phonemic awareness) • Understands that letters represent sounds (phonics) • Decodes simple words using letter-sound knowledge • Identifies words that name persons, places or things, and works that name actions (nouns and verbs) • Learns new vocabulary through selections read aloud • Retells or acts out important events in a story • Gathers important information and asks relevant questions • Recognizes the conventions of print (left to right and top to bottom) • Draws conclusions from information gathered •

Language continued

Area of Study & Examples of Materials used	Objectives
<p>Writing</p> <ul style="list-style-type: none"> • Metal insets • Moveable alphabet • Chalkboard work • Writing on lined paper • Journal • Research 	<ul style="list-style-type: none"> • Uses metal insets to reinforce left-to-right and top-to-bottom writing • Holds pencil correctly • Writes own name and each letter of the alphabet in upper and lower case in print • Writes messages using knowledge of letters and sounds – moves gradually from phonetic spelling to correct spelling • Writes labels, notes and captions for illustrations and possessions • Writes for different purposes, such as composing lists, letters, stories and poems • Records or dictates questions, ideas and stories • Initiates the process of expressive writing using phrases, sentences, pictures and ideas • Engages in the writing process by generating ideas before writing • Gains control of penmanship, spacing between words and punctuation

Mathematics

Early Childhood mathematics offers the child concrete notions of practical mathematics. Works provide concrete hands-on experiences with quantity, numeral and association. The child will develop understanding of order, logic and problem-solving and work with operations in addition, subtraction, fractions, and multiples.

Area of Study & Examples of Materials used	Objectives
Numerical Operations & Quantitative Reasoning <ul style="list-style-type: none"> • One to one correspondence • Number rods • Sandpaper numbers • Spindle box • Short bead stair • Cards & counters • Mystery game • Teen board • Golden beads • Teens board • Tens fetch game • 100s board 	<ul style="list-style-type: none"> • Uses words and numbers to describe relative size of objects • Able to match quantity to verbal or written numeral • Names ordinal positions (first, second, third) • Separates whole into equal parts • Explains half of a whole • Compares and orders wholes numbers to 99 • Models and writes simple addition and subtraction sentences
Patterns, Relationships & Algebraic Thinking <ul style="list-style-type: none"> • Pink tower • Broad stair • Binomial cube • Trinomial cube • Odd/even lessons • Chain work 	<ul style="list-style-type: none"> • Identifies, extends and creates patterns • Use pattern to predict what comes next • Count to 100 by ones • Find patterns such as odd and even • Use place value to compare and order whole numbers to 100 • Skip count by 2s, 5s, and 10s
Geometry & Spatial Reasoning <ul style="list-style-type: none"> • Geometric cabinet • Geometric solids • Metal Insets • Fraction material • Constructive Triangles 	<ul style="list-style-type: none"> • Describes one object in relation to another using informal language • Places objects in a given position • Describes and identifies objects • Compares and sorts objects • Combines shapes to make a new shape

Cultural Studies

Throughout the year, the teacher enriches the child's learning experience by rotating cultural units. Cultural units include animal kingdoms and classifications, concept of time and calendar, and land and water forms. The cultural units expand the child's view of the world.

Area of Study & Examples of Materials used	Objectives
History <ul style="list-style-type: none"> • Grace & Courtesy lessons • Calendar work • Storytelling 	<ul style="list-style-type: none"> • Identifies patriotic holidays • Places events in chronological order • Able to name the days of the week • Understands today, yesterday and tomorrow • Able to name the months of the year • Able to name and describe the seasons • Able to match the months to the seasons
Geography <ul style="list-style-type: none"> • Oral language games • Functions of words • Language cards • Land & Water forms • Map puzzles • Globes 	<ul style="list-style-type: none"> • Locates and describes the relative location of places • Identifies physical and human characteristics of places • Locates and identifies animals, plants, and landmarks of different continents • Illustrates and labels maps • Understands the division of the world in to land, air and water • Identifies and names the continents on a world map and the globe • Identifies flags of individual countries • Able to name and order the planets • Explores the layers of the Earth
Social Study Skills <ul style="list-style-type: none"> • Grace & Courtesy • Lessons • Research • Circle 	<ul style="list-style-type: none"> • Sequence and categorize information • Obtain information from a variety of sources • Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings • Identifies basic human needs and explains how they can be met • Identifies jobs and why people have them • Identifies similarities and differences among people • Identifies family and community customs

Science

The study of science at this level is meant to engage students in exploration of the living and non-living worlds and to promote a positive regard for the study of the sciences. This is accomplished through hands-on activities ranging from classification exercises to working through various applications of the scientific method of investigation.

Area of Study & Examples of Materials used	Standards & Objectives
Scientific Process	<ul style="list-style-type: none"> • Uses the processes of science to develop an understanding about their world • Asks questions about organisms, objects and events
Life Science <ul style="list-style-type: none"> • Classification cards • Life cycle activities • Nomenclature cards • Discovery boxes 	<ul style="list-style-type: none"> • Classifies organisms, objects and events based on properties and patterns • Knows that systems have parts • Identifies parts, that when put together, can do things they cannot do by themselves • Observes and describes changes in systems, cycles, and models • Observes and records weather changes from day to day and over the seasons • Observes stages in the life cycle of organisms with models and in their natural environment • Identifies organisms and objects and their parts • Explores the basic needs of living organisms and their dependence on each other • Identifies how the Earth provides resources for life • Groups and compare living organisms and non-living objects • Identifies the external characteristics of plants and animals that allows their needs to be met • Observes and describes the properties of rocks, soils and water • Describes natural sources of water, including streams, lakes and oceans