



The Principals of the Montessori Environment

The Montessori method of teaching is based on three key principles that are foundational.

The Montessori Materials

- ❖ The “keys” to learning, are given via a presentation to the child as an offering.
- ❖ Promotes purposeful work and highlights the “real” in the environment.
- ❖ Scientific: specific dimensions are made to exact scale.
- ❖ Encourage repetition: the child repeats the work, which in turn fosters a natural love for learning and offers extensions in their learning to gain knowledge.
- ❖ Control of Error is built in the material which helps the child to self-discover his/her own errors independently of the adult.
- ❖ Isolation of Difficulty: designed to isolate one variable or concept at a time.
- ❖ Indirect Aim: a learning outcome in the material to lead to the development of other skills. Ex: Presentations are modeled left to right in sequences as preparation for reading and writing skills.
- ❖ Direct Aim: designed to help the child link his knowledge to the material. Ex: Geography materials are given exact names such as globes, continents, oceans, lakes, islands, capes, bays, peninsulas, and more to increase their vocabulary and gain knowledge.

The Prepared Environment: Known as the “Children’s House”

- ❖ Child-sized to meet the needs of the child three to six years old
- ❖ Child-centered; orderly, attractive, free of visual clutter, encourages purposeful movement, pictures are beautiful, non-cartoon, and hung at child’s eye level.
- ❖ Promotes sensorial contact for the child by works of their hands.
- ❖ Focused on the real yet invites creative imagination and deeper exploration.
- ❖ Materials are displayed in order of difficulty always right to left and top to bottom on shelves in that the child can predict future learning and foster an internal drive.
- ❖ Mixed age ranges; encourages peer teaching, role modeling, and helping others.

The Prepared Adult:

- ❖ Facilitates and maintains a high-quality authentic Montessori environment.
- ❖ Observes the children to meet and respond to their individual needs.
- ❖ Upholds clear communication through daily conversations and formal conferences.
- ❖ Understands and implements the Montessori Theories.
- ❖ Pursues ongoing Early Childhood Education and Catholic Formation.



The areas in the Montessori Environment

Practical Life: *An extension of the home environment with real learning experiences.*

- ❖ Care of Self/Dressing frames: a full spectrum of frames increasing in difficulty.
- ❖ Grace and Courtesy Lessons
- ❖ Care of environment; sweeping, pouring, measuring, polishing, plant care, dusting. etc.
- ❖ Coordination of movement activities: sorting, pairing, transferring, calculating, sewing.
- ❖ Care of nature: maintaining care of bird feeders and growing plants

Sensorial Materials: *Aide in the refinement of the child's senses and knowledge.*

- ❖ Knowledge and visual discrimination of two- and three-dimensional shapes
- ❖ Develops a natural sense of order and deeper exploration of patterns.
- ❖ Materials are built scientifically exact and based on the concept of ten.
- ❖ Increase vocabulary such as rods, cubes, prisms, Binomials, and Trinomials.

Language Materials: *Build the foundation of the love of reading and writing.*

- ❖ Increase vocabulary and Spoken Language with rich literature
- ❖ Connect the letter symbol with the corresponding sound.
- ❖ Help the child hear the individual sounds in a word.
- ❖ Develop early writing skills
- ❖ Learn to decode early readers and acquire knowledge of Sight Words.
- ❖ Listen to classic books, catholic stories/lives of the Saints, and poetry.

Math Materials: *Foundational work of math concepts*

- ❖ Help child understand quantity and symbol associations
- ❖ Work with materials based on 1-10 and the concept of zero.
- ❖ Decimal System 1,10, 100 and 1,000.
- ❖ Linear Counting/Skip Counting Patterns
- ❖ Work with operations of Addition, Subtraction, and Multiplication.
- ❖ Fractions – The whole to the twelfth

Geography/Cultural Studies: *Focus on the world and continent study*

- ❖ Give the whole concept to the world through a series of globes.
- ❖ Introduce Hemisphere map and Continent puzzle maps.
- ❖ Land Formations
- ❖ Cultural Folders and objects of all the Continents.
- ❖ Temperate climatic zones of the World
- ❖ Telling Time/Calendar/Birthday
- ❖ Solar System



Science and Botany: *Exploration of the natural environment*

- ❖ Parts of a Plant needs and plant care.
- ❖ Germination
- ❖ Seasons
- ❖ Zoology: a study of animals, mammals, insects, reptiles, insects, and ocean life.
- ❖ Magnification
- ❖ Sink and Float. Living- non-living, classifications.
- ❖ Science experiments
- ❖ Life Cycles

Arts: *Development of fine motor and creativity skills.*

- ❖ Cutting work: varied lines and difficulty
- ❖ Patterns, colors, pin punching, gluing.
- ❖ Modeling and sculpting
- ❖ Painting: watercolors and tempera painting.
- ❖ Color Mixing, tinting, and shading.
- ❖ Study of Artist and art appreciation.

Music: *Appreciation of music culture and styles.*

- ❖ The Orchestra: the study of the full spectrum of instruments.
- ❖ Rhythm Sticks and varied musical instruments
- ❖ Varied music styles and composers
- ❖ Finger play and rhythm activities.
- ❖ The Montessori Silence Game
- ❖ Music and movement games
- ❖ CGS music and religious catholic liturgical songs